REPORT RESUMES

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AN EDUCATIONAL DEVELOPMENT PLAN FOR THE KAPIOLANI COMMUNITY COLLEGE--JANUARY 1967.

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THIS REPORT OF THE COLLEGE'S EDUCATIONAL DEVELOPMENT PLAN COMMITTEE COVERS IN DETAIL PRESENT CURRICULUMS AND FACILITIES FOR COURSES IN BUSINESS EDUCATION, DENTAL ASSISTING, HOTEL AND RESTAURANT SERVICE, LANGUAGE ARTS, AND PRACTICAL NURSING, AS WELL AS THE PROPOSED DEVELOPMENT OF PROGRAMS FOR GENERAL EDUCATION, TRANSFER, OCCUPATIONAL AND CONTINUING EDUCATION, AND A SPECIAL COURSE FOR MEETING THE NEEDS OF SPECIAL STUDENTS. THE REPORT DESCRIBES THE PRESENT STATUS OF THE COLLEGE (INSTRUCTIONAL AND SUPPORTIVE STAFF, LIBRARY SERVICE, STUDENT SERVICES, ADMINISTRATIVE STAFF, AND PHYSICAL FACILITIES), LISTS ITS IMMEDIATE NEEDS, AND MAKES MAJOR RECOMMENDATIONS FOR LONG-RANGE EXPANSION OF PROGRAMS AND STAFF. (HH)

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AN EDUCATIONAL DEVELOPMENT PLAN

FOR THE KAPIOLANI COMMUNITY COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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University of Hawaii • Community College System

January, 1967

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AN EDUCATIONAL DEVELOPMENT PLAN

for the Kapiolani Community College--January 1967

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FOREWORD

The Educational Development Plan for Kapiolani Community College presented on the following pages seeks to define the objectives of the College, to point out the curriculum areas that need revision and development, to determine the adequacy and inadequacy of present facilities and staff, and to make recommendations for program development.

This Plan is the product of a cooperative effort of the entire staff of the College. Because of the indeterminateness of the permanent location of the College, the need for flexibility to meet changing needs has been borne in mind throughout. As the program plans crystallize, recommendations for long-range personnel needs, physical facilities, equipment, and operating costs will need to be determined. With this Plan, however, the College hopes not only to meet the immediate needs of the student and the community but also to give direction to future development.

Raymond Won
Director

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INTRODUCTION – PHILOSOPHY AND OBJECTIVES

Kapiolani Community College conceives its educational responsibility to be twofold--to serve the individual and to serve the community. It believes in the worth and dignity of every person, in the right of every person to educational opportunities irrespective of his social circumstance, age, or ability, and in an educated and informed citizenry to preserve our form of society.

Consistent with these basic beliefs, the College seeks to achieve four main objectives:

> To provide post-high school education in a wide range of fields for citizens of the community who desire it and are capable of profiting from the instruction offered
>
> To keep pace with changing educational, cultural, and technical needs of the community and to develop appropriate curricula and activities that will prepare competent persons to help fill those needs
>
> To maintain a balance in the development of cultural and technical abilities so as to enrich personal life and service to the community
>
> To offer an education that will develop independent thought and action, foster respect for high-level achievement, and create a desire for continued growth

To achieve its objectives, Kapiolani Community College offers these programs:

> A general education program that provides formal and informal study in the basic fields of knowledge to prepare the student to take his place effectively in a democratic society.
>
> A transfer program that provides lower division, college-parallel courses to qualify a student to continue his study in a four-year college without appreciable loss of credits.
>
> An occupational education program that provides training in various levels of technical skills together with study in general education to enable the student to attain occupational competence commensurate with his ability, for initial employment and for future advancement.
>
> A remedial program that provides opportunity to the student with deficiencies in academic or in technical areas to reach the level of performance necessary to pursue one of the regular programs of instruction or to study for self-improvement.

A continuing education program that provides, in evening sessions, certificate and associate degree curricula as well as short-term programs for occupational upgrading and retraining.

To help the student to gain maximum benefit from his education, the College provides guidance and counseling that assist him in clarifying his understanding of his abilities and goals, in making realistic career and program choices, and in developing his own best self. Guidance is given not only through a formal program, but also through close student-instructor relationships. Organized student activities offer the student opportunities to further his personal development and to gain experience in social responsibility.

The philosophy and objectives as stated are in the process of consultation among all concerned. The Statement of Philosophy and Objectives, when adopted, will be reproduced and made available to faculty members, students, and the public.

During the reorganization and development period of the College, the philosophy and objectives will be especially instrumental in shaping curricular decisions. As the faculty concern themselves in curriculum development, planning, and policy making, problems of implementing the philosophy and objectives will no doubt arise, necessitating a re-evaluation and a restatement of the philosophy and objectives.

In order that there may be a continuing assessment of the validity of the College's expressed philosophic precepts, specific plans need to be developed (1) to assure continual evaluation of the Statement of Philosophy and Objectives, and (2) to acquaint various groups inside and outside the College with its aims and purposes.

PART I — GENERAL INFORMATION

Kapiolani Community College is one of four community colleges in the Community College System of the State of Hawaii under the administration of the University of Hawaii. It is located on two different sites in Honolulu on the Island of Oahu. On the main campus at 620 Pensacola Street are all departments except the Hotel and Restaurant Department. The Hotel and Restaurant Department is at 2013 Kapiolani Boulevard where it shares the facilities of the Ala Wai Clubhouse with the Department of Parks and Recreation, City and County of Honolulu. Plans for a unified campus, long considered, are now in the process of becoming a reality. The Hotel and Restaurant Department will move to the Pensacola campus in 1967.

The occupational programs offered at Kapiolani Community College are Business Education, Dental Assistant, Hotel and Restaurant, and Practical Nursing. At the present time the Business Education program is by far the largest, with 86 per cent of the total College enrollment. Plans are being laid to increase the program offerings, providing general education, vocational-technical, and college transfer programs.

In the administrative organization of community colleges in the State of Hawaii, each college has its own administrative staff. The Director of each college is responsible to the Vice-President for the Community College System, who, in turn, is responsible to the President of the University of Hawaii, the chief administrator of the Community College System. The University of Hawaii Board of Regents is the governing board, as established by the Community College Act, Act 39, passed by the State Legislature in 1964.

A Brief History

Kapiolani Community College has an interesting history in that three separate post-high school occupational programs under the Department of Education of the State of Hawaii were combined in 1957 to form Kapiolani Technical School. A Hotel and Restaurant Program had been organized in 1946 with classes meeting in widely scattered areas. Classes in this program moved to the Ala Wai Clubhouse on Kapiolani Boulevard in 1956. A Practical Nursing Program had been initiated in 1947 with classes meeting in rooms in the public schools. A permanent Practical Nursing building was erected on the present Pensacola campus in 1957. A Stenographic Program had been established in 1956 on the Pensacola campus. After the consolidation of these programs into Kapiolani Technical School in 1957, the stenographic program was enlarged to include other business programs. In 1959, a Dental Assistant Program was added.

In the 1964 Legislative Session, the State Legislature enacted a law establishing a state community college system under the administration of the University of Hawaii. In July, 1965, Kapiolani Technical School was transferred from the jurisdiction of the Department of Education to that of the University of Hawaii, and on July 1, 1966, the name was changed from Kapiolani Technical School to Kapiolani Community College.

Student Enrollment

The student population of Kapiolani Community College is drawn from the entire State of Hawaii and from other distant areas. Most students, however, come from the Island of Oahu. The following chart shows the enrollment in September, 1966, by number of students from each of the public high school districts and other areas:

Enrollment by Number of Students from Public High School Districts and Other Areas--1966-67

District I		538
Farrington	185	
Kaimuki	122	
Kalani	55	
McKinley	143	
Roosevelt	33	
District II		147
Aiea	73	
Leilehua	55	
Radford	13	
Waialua	6	
District III		110
Campbell	16	
Waianae	28	
Waipahu	66	
District IV		47
Castle	18	
Kahuku	1	
Kailua	28	
Hawaii District		39
Maui District		23
Kauai District		15
Private and Parochial Schools, Oahu		44
From Other Areas		74
Total		1,037

The greatest number of these students are enrolled in the Business Education Department. The enrollment by majors in occupational programs is as follows:

Business Education	893
Dental Assistant	21
Hotel and Restaurant	64
Practical Nursing	59
Total	1,037

In spite of the proposed opening of the Leeward Oahu college in the Fall of 1968, enrollment estimates of the Department of Education[1] for the next six years seem to indicate that the enrollment at Kapiolani Community College will continue to increase.

The employment outlook for the graduates of the four occupational programs is good. According to the Oahu Manpower Skill Survey[2], the demand from 1965 to 1970 for those occupations that our graduates would qualify is highlighted in the following chart:

Demand for Workers to 1970 in the Business, Dental Assistant, Hotel and Restaurant, and Practical Nursing Fields

Occupation	Total Employment		Demand for Workers 1965 to 1970		
	1965	1970	Total	for Expansion	for Replacement
Business Education:					
Account Clerk	2,607	3,037	1,395	430	965
Bookkeeper	1,615	1,980	975	365	610
Gen. Office Clerk	5,405	6,380	3,880	975	2,905
Clerk-Typist	3,304	4,437	3,028	1,133	1,895
Keypunch Operator	383	524	451	141	310
Programmer	240	362	192	122	70
Secretary	3,436	4,132	2,824	696	2,128
Stenographer	1,391	1,880	1,124	489	635
Dental Assistant	340	465	260	125	135

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[1] University of Hawaii, Institutional Research Office, DOE's Projections of Grade 12 Enrollments, by High School 1967-68 through 1972-73 (Mimeographed: November 28, 1966).

[2] Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, Oahu Manpower Skill Survey, 1965, 1967, 1970 (Mimeographed: May, 1966).

Demand for Workers to 1970 in the Business, Dental Assistant, Hotel and Restaurant, and Practical Nursing Fields (Continued)

Occupation	Total Employment		Demand for Workers 1965 to 1970		
	1965	1970	Total	for Expansion	for Replacement
Hotel and Restaurant:					
Cook	1,356	1,817	831	461	370
Fry Cook	555	818	588	263	325
Pantry Worker	458	660	322	202	120
Waiter-Waitress (Formal)	990	1,327	547	337	210
Waiter-Waitress (Informal)	4,256	5,940	5,219	1,684	3,535
Practical Nurses	992	1,127	775	135	640

The findings of the Oahu Manpower Skill Survey are underscored in the changing occupational distribution of our labor force in the United States as a whole and in Hawaii. Salient changes are occurring in the professional, semi-professional and technical and in the sales and clerical occupational groups, indicating a continued demand for these workers.

PART II CURRICULUM — PRESENT PROGRAMS

Business Education Department

Objectives

The Business Education Department seeks to attain the following objectives:

To develop vocational skills in secretarial, clerical, data processing and accounting areas for all students capable of profiting by the instruction offered

To retrain students in new areas where job requirements are changing and training must be upgraded or supplemented

To provide remedial courses in areas where students lack basic business skills

To provide late afternoon and evening courses for adults who wish to upgrade their vocational skills or to qualify for a certificate or an associate degree

To develop an understanding and an appreciation of business and to promote economic competence

Curriculum

PRESENT OFFERINGS The present curriculum offers eight programs, leading either to an associate degree or to a certificate:

Accounting, Associate of Arts Degree	4 semesters
Secretarial, Associate of Arts Degree	4 semesters
Programmer/Systems Analyst Training, Associate of Arts Degree	4 semesters
Stenographic, Certificate	3 semesters
Bookkeeping, Certificate	2 semesters
Clerk-Typist, Certificate	2 semesters
Computer Operator Training, Certificate	2 semesters
IBM Key Punch-Clerk Typist, Certificate	2 semesters

PLANNED ADDITIONS To keep pace with changing needs of both the student and the community, new programs will be added to the curriculum whenever feasible. An advisory committee has been organized to discuss the details of developing a Sales and Mid-Management Program for the fall of 1967. The program is planned to include several fields of concentration, such as (1) junior executive development, (2) merchandising, and (3) technical occupational knowledge. Classroom instruction will be combined with on-the-job training in approved distributive occupations.

One of the business education instructors, who is well qualified in the merchandising field, has been appointed to initiate the program. With the assistance of the Sales and Mid-Management Advisory Committee and the Committee on Curriculum and Instruction, physical facilities will be determined and a publicity program will be planned to launch the new program.

Enrollment

PRESENT The Business Education Department is the largest of the departments of the Kapiolani Community College. It was established in the fall of 1956 with an enrollment of 20. Ten years later, in the fall of 1966, the enrollment has grown to 893. The student body has been predominately female. The enrollment by majors are:

Accounting	257
Bookkeeping	21
Clerk-Typist	145
Data Processing	67
Secretarial	248
Stenographic	45
Part-Time	108
Unclassified	2
Total	893

ANTICIPATED The estimated enrollment for the fall of 1967 is 1,300, and that for 1975 is 2,000. These estimates are based upon indications of continued increase in enrollments in the main feeder schools and of the continued industrial and business growth in the Islands.

Facilities

CLASSROOMS AND OFFICES The Department occupies a modern, air-conditioned building, completed in December, 1963, and a few rooms in temporary wooden buildings on the campus at 620 Pensacola Street. Of the 22 classrooms, several are for general use, but nine are equipped for special courses. There are 12 offices for instructors--an inadequate number.

The specially equipped rooms are:

Data Processing	1
Office Machines	1
Office Practice	1
Shorthand Laboratory	1
Typewriting	5

EQUIPMENT Equipment is adequate for the present enrollment, and it is of the latest type. For the anticipated increase in enrollment in the fall of 1967, however, the number of typewriting rooms, business machines rooms, and general classrooms will need to be increased. Present equipment will be replaced on a rotation basis. Equipment needs for each division must be determined. (See division reports.)

Staff

PRESENT The Business Education Department is served by an instructional staff of 21. Of this number, one serves as the Department Chairman, and four serve as Division Chairmen--Accounting Division, Data Processing Division, General Business Division, and Secretarial Science Division.

ANTICIPATED ADDITIONS The Department plans the addition of a Sales and Mid-Management Division, in September, 1967, with two instructors initiating the program. Two additional instructors will be needed to accommodate the anticipated increase in enrollment for 1967-68.

The Educational Development Plans for each division of the Business Education Department are reported on the following pages.

Business Education Department
Accounting Division

Objectives

The Accounting Division strives to achieve the following objectives:

To provide training in the accounting area for beginning-level job competence in private industry and in government agencies

To provide a broad background in the field of accounting to enable the student to advance to higher areas of accounting

To provide training in accounting for students majoring in other business education areas

Curriculum

PRESENT The Accounting Division offers two programs: (1) An Accounting Program, four semesters in length, leading to an Associate of Arts degree and (2) a Bookkeeping Program, two semesters in length, leading to a certificate.

The accounting courses in the curriculum are

Elementary Accounting 11
Elementary Accounting 12
Intermediate Accounting 13
Intermediate Accounting 14
Payroll Accounting 21
Income Tax Accounting 25
Cost Accounting 30

ANTICIPATED REVISION In the development of the programs for greater effectiveness, foundation courses in Business Administration for a transfer curriculum are being considered. More elective courses for accounting majors are planned. Suggested courses for exploration are Accounting Systems, Analysis of Financial Statements, Auditing, Government Accounting (designed for those students who plan to work for government agencies), and Mathematics for Accounting.

In addition to the development of new courses, coordination of accounting courses and mathematics courses (in the General Business Division) is being planned.

A survey of accounting machines in use in business firms will be made to determine the feasibility of offering an accounting machines course.

CHANGES FOR SPECIAL NEEDS For students who have had bookkeeping courses in high school, the possibility of granting credit by examination will be considered. A study will be made to ascertain how more male students can be attracted to the accounting program. An expectancy table will be prepared, based upon the accounting grades given by instructors and the mathematics scores made on advisement tests, to effect better placement in bookkeeping and accounting curriculums. A study will also be made of the relationship between ability in English usage and success in accounting areas.

TEACHING METHODS An experiment in teaching under a different method of organization of classes is planned for one group. At present, elementary and intermediate accounting classes have three hours of lecture and two hours of laboratory study. The new plan is to combine students into a larger group for lectures three times a week, and to make the laboratory groups small, not over 30, for sessions two times a week in two-hour periods.

Another improvement to be made will be the use of overhead projectors in lecture courses.

Enrollment

PRESENT Enrollment for the present year is as follows:

First year accounting	182
Second year accounting	75
First year bookkeeping	21

ANTICIPATED INCREASE Indications are that enrollment in the accounting area will show continued increase. Job opportunities in this area are excellent, and job placement of graduates presents no problems at present.

Facilities

PRESENT There are four accounting classrooms, three with a capacity of 40 students and one with a capacity of 30. Equipment in these rooms includes 10-key and full-keyboard adding listing machines. Three of the rooms are designed for use of audio-visual equipment and materials, but the fourth room has a limited number of electrical outlets and is not suited to audio-visual presentations.

ANTICIPATED ADDITIONS As the enrollment increases, more classroom space becomes necessary. More equipment is also necessary. It is planned to equip all classrooms with 10-key adding machines, and each classroom with one rotary calculator. Overhead projectors are also to be added.

Staff

PRESENT AND ANTICIPATED The Accounting Division is staffed with five instructors, one of whom also serves as Division chairman.

For the school year 1967-68, one instructor is to be added to the staff.

PROFESSIONAL IMPROVEMENT In order to improve the quality of instruction, instructors are hoping to be given the opportunity to attend accounting workshops sponsored by private colleges and associations, with registration and enrollment fees paid from a fund established for this purpose.

More reference books and periodicals are planned for an accounting library.

Plans for Periodic Evaluation and Revision

To maintain a curriculum of study and instruction that will continue to provide high quality training, an advisory committee composed of members from the accounting profession will be formed to assist in reviewing necessary qualifications for a beginning accounting worker.

Follow-up studies of graduates will be made to determine whether they have been properly prepared for entry-level positions.

Major Recommendations for Program Development

Work closely with an advisory committee to evaluate courses and course content, to examine the requirements of the accounting profession, and to explore opportunities in the field.

Set up an experimental group forming larger lecture classes and smaller laboratory classes with more time devoted to the laboratory sessions. By this method, instructors in the laboratory sessions would have more time for answering questions and for giving individual attention.

Establish a comprehensive library for use by the Accounting Division.

Business Education Department
Data Processing Division

Objective

The main objective of the Data Processing Division is to provide students with a broad base of technical knowledge and experience which will enable them (1) to perform at a level of competency in entry positions in industry, and (2) to qualify for future advancement.

Curriculum

PRESENT

The courses offered in the present curriculum, which was offered for the first time in 1966-67, are

- Key-Punch Equipment Operation
- Introduction to Data Processing I
- Unit Record Data Processing I
- Unit Record Data Processing II
- Computer Operations, Programming I

ANTICIPATED REVISIONS

As this curriculum develops, many additional courses will be needed. The Division has plans to develop advanced programming and systems design courses, including the models of computers most used in Hawaii. New concepts and skills will be incorporated into the curriculum to keep it current.

The development of a vital field-study and work-experience course to supply knowledge that cannot be duplicated in lectures and laboratory sessions is being considered.

Eventually summer and night school programs will be offered.

TEACHING METHODS

The use of programmed instructional material, expecially in the area of computer programming is planned, the better to accommodate both the fast and slow learners.

Enrollment

PRESENT AND ANTICIPATED

Approximately 30 students are presently enrolled in the key-punch course, and 50 students in the other data processing courses.

With additional staff and classroom space, the enrollment is expected at least to double in 1967-68.

Facilities

PRESENT AND ANTICIPATED CLASSROOMS

All equipment is now housed in two classrooms in the Business Education Department building, but eventually it will be housed in a portable double classroom building to be completed in February, 1967. The building will have a capacity of 30 students and will provide an instructor's office.

As the demands upon the Data Processing Division increase, an expanded, permanent building with larger and a greater number of classrooms will be necessary.

PRESENT EQUIPMENT

The present equipment is listed below:
IBM Unit record equipment--

a. 026, 029 Card Punches (5)
b. 056, 059 Card Verifiers (3)
c. 548 Interpreter
d. 083 Sorter
e. 514 Reproducing Punch
f. 085 Collator
g. 402 Accounting Machine

ANTICIPATED ADDITIONS

A recommendation for the rental of an IBM 1401 Computer and components has been made as follows:

a. 1401 Central Processing Unit
b. 1406 Storage Unit
c. 1402 Card Read-Punch
d. 1403 Printer
e. 1407 Console Inquiry Station
f. 7330 Magnetic Tape Units (2)
g. 1131 Magnetic Disk Units (2)

Staff

PRESENT AND ANTICIPATED

The Data Processing Curriculum is a new program, and therefore has been operating with a small staff, consisting of one full-time instructor during the fall semester. A temporary part-time key-punch instructor is to be added the second semester, and a second full-time instructor for 1967-68 in order to accommodate more of the vast number of qualified applicants who have been turned away previously.

PROFESSIONAL IMPROVEMENT

As new instructors are added to the staff, the Division hopes to give preference to persons with a wide range of experience in working with various types, makes, and models of data processing equipment. All should be cognizant of the rapid changes within the data processing industry and will be expected to enroll in courses to keep abreast of these changes.

Plans for Periodic Evaluation and Revision

The assistance of a representative local advisory committee with both labor and management membership--supervisors, administrators, and consultants--would be invaluable. Objective evaluation and recommendations by this group, with follow-up studies on placement of graduates would lead to periodic revisions of importance to our program.

Major Recommendations for Program Development

Use programmed instructional materials in learning the different computer languages.

Make continuous evaluation of our program with the assistance of an advisory committee.

Make equipment changes and program revisions in keeping with current trends within the industry.

Develop a field-study and work-experience course to supply knowledge that cannot be duplicated in the classroom.

Business Education Department
General Business Division

Objectives

The objectives of the General Business Division are

To provide intensive training for employment in clerical occupations

To develop basic business skills for occupational competence

To develop an understanding and appreciation of business in everyday living

To promote an understanding of the role of consumer, business, and government in our economy

Curriculum

PRESENT At the present time, the General Business Division offers only the clerk-typist curriculum which is two semesters in length, leading to a certificate. The Division, however, offers general business courses for all students in mathematics, office machines, and basic business courses such as Business Law, Business Organization and Management, Principles of Economics, and Principles of Indexing and Filing.

ANTICIPATED REVISION The present two-semester clerk-typist curriculum is being evaluated to determine whether the course content, sequence, length, and standards are adequate in preparing students for placement in clerical occupations. At the same time, the practicability of offering an associate degree program in general clerical training or general business training will be studied.

The machine transcribing and duplicating course will be offered as separate courses. It will be recommended that the clerk-typists take the course separately from the secretarial science majors.

At present, there are only eight courses offered in general business, an inadequate number. Other courses under consideration are Introduction to Business and Consumer Economics. The areas needing increasing attention are the role of business in the economic system of the United States, the role of government (Hawaii's role), money and banking, and business fluctuations.

SPECIAL NEEDS OF STUDENTS The grouping of students in the basic and the business mathematics courses will be studied in order to improve the placement of students in these courses.

TEACHING METHODS The possibility of programmed instruction in remedial mathematics will be examined. Individualized instruction may be enhanced by instructor-led seminars for students who want to ask questions and to participate in discussion related to their work via the machine.

More resource people in the community will be invited to speak in the general business area, such as law, management, and economics.

Enrollment

PRESENT There are 145 students enrolled in the clerk-typist curriculum. All students in the Business Education Department (893) and in the Dental Assistant Department (21) are required to take certain courses in general business. Other courses are recommended electives for specialized majors.

ANTICIPATED Enrollment estimates for the Business Education Department indicate 2,000 students by 1975. The largest increase is expected in the general clerical curriculum area. The Oahu Manpower Skill Survey Report indicates that the present school output is supplying only fifty per cent of the 1967 anticipated need for clerical workers.

Facilities and Equipment

PRESENT There are 43 machines in the office machines room. These can be divided into three groups--13 key-driven, 12 rotary calculators, and 18 ten-key adding machines.

Thirty-two electric typewriters, 22 IBM transcribers, 1 Gestetner mimeograph machine, 1 A. B. Dick mimeo machine, 1 A. B. Dick multilith offset, 1 Heyer spirit duplicator, 10 Gestetner lightscopes, and 3 A. B. Dick lightscopes are now used in the transcribing machine and duplicating classes.

The General Business Division share the typewriting facilities (5 typewriting rooms) with the Secretarial Science Division.

ANTICIPATED To take care of increasing enrollment, another classroom of office machines is planned. Electronic calculators and printing calculators are being considered.

The immediate needs for the duplicating classes are 2 Gestetner lightscopes; 1 Gestefax, senior model with cabinet; and 1 Gestetner mimeograph machine.

Other machines being considered are copying machines, collators, folding and inserting machines, and check protectors.

Staff

PRESENT There are eight instructors in the General Business Division. Three are teaching only in the general business area and five are teaching in general business and other areas. Most of the instructors have had extensive business teaching experience on the post-high school level.

ANTICIPATED ADDITIONS Based on a 2, 000 enrollment, an additional staff of five to ten full-time instructors in the general business area will be required. The employment of part-time instructors in special fields such as law, management, and economics needs to be considered.

Plans for Periodic Evaluation and Revision

Periodic evaluation of the needs of the students and methods and materials of teaching is necessary. Divisional meetings will serve to promote and encourage open and constructive criticisms and evaluation.

Emphasis will be placed on obtaining objective data for evaluation purposes. Job descriptions of general office clerks and clerk typists will be examined for variety in clerical duties as well as for changes in responsibilities due to automation. In addition, the proficiency standards required of clerk-typist majors in typewriting and office machines will be re-evaluated in terms of employment demands and student achievement.

Major Recommendations for Program Development

Evaluate the present two-semester clerk-typist curriculum and determine the practicability of offering an associate degree program in general clerical training or general business training.

Examine programmed instruction in remedial mathematics, providing for both individualized instruction and group instruction by means of a mathematics clinic.

Provide facilities and equipment for another office machines classroom to take care of the increased enrollment.

Consider part-time instructors in special fields such as law, management and economics.

Business Education Department
Secretarial Science Division

Objectives

The Secretarial Science Division offers two curriculums, a stenographic certificate program and a secretarial associate degree program. The purposes that the Division hopes to achieve are

> To prepare a student in the secretarial curriculum to perform as a competent, semi-professional private secretary, a legal secretary, a medical secretary, or a court and convention reporter in either private business or in government
>
> To provide the stenographic student training for occupational competency needed for a stenographic position
>
> To develop a deep sense of responsibility, desirable personality traits and attitudes, and a sense of good grooming to enable the student to qualify not only for entry-level jobs but also for advancement to more responsible jobs.

Curriculum

PRESENT — The secretarial curriculum is a four-semester program leading to an Associate of Arts degree. The curriculum includes not only specialized vocational courses but also general education and enrichment courses.

The stenographic curriculum is a three-semester certificate program, designed for the student who does not immediately desire an Associate of Arts degree, but who wishes to obtain a stenographic position. The credits granted in the program are transferable to the Associate of Arts degree program, and qualified students are urged to complete the four-semester secretarial curriculum for more depth and comprehensiveness in training.

Some review courses are offered to meet the need of preparing students with varied high school background training to pursue successfully the regular program.

ANTICIPATED ADDITIONS — The present emphasis on quality education will continue so that the students will qualify not only for entry-level jobs but also for advancement to more responsible positions. As the Division enlarges and the transfer program develops, new programs and a wider variety of courses will be offered. Plans include:

Medical and Legal Secretarial and Court and Convention Reporting Programs

Some casual reports indicate a need for the inclusion of this specialized program of study. To determine the feasibility of such curriculums, ad hoc advisory committees will be formed and community-wide surveys will be conducted. In the study of court and convention reporting, the feasibility of including the teaching of machine shorthand will be investigated. The final decision will be based not only on the results obtained from the local survey but also on the demand in Mainland cities, especially on the West Coast, where many of our students seek and find employment.

Personal Use Shorthand (Notehand) and Personal Use Typewriting Courses

Office Practice courses (General Clerical and Secretarial)

The office practice courses purport to bridge the gap between the school and the office. The courses will be set up to simulate a real office situation as much as possible. This will necessitate a physical arrangement comparable to a typical office with modern equipment and facilities. Equally important is the organization of the classes under a laboratory rather than a lecture plan. They are planned as "doing" classes with long periods of sustained production on a variety of tasks, necessitating at least a two-period block of time three times a week rather than one period three times a week, as presently established. Further, the extensive and diverse coverage in the office practice courses makes it imperative that more time be allotted.

Personal Development

Employers indicate strongly time and again that employees must be competent not only in skills for the job but also in certain personal qualities and traits that are considered essential for success on the job. It is strongly recommended that such a course in personal development be required of our students.

ANTICIPATED REVISIONS

Revision of Typewriting 13

The present Typewriting 13 course will be evaluated to see whether it can be elevated to a more "sophisticated" degree where students will be required to think creatively and analytically and at the same time attain a high production rate.

Standardization of Lesson Requirements

A minimum number of lessons to be covered in all typewriting classes will be set so that each student will have nearly the same experience regardless of which typewriting class he enrolls in.

Unification of Standards

Basic rules for mailability will be set and a grading scale for transcription classes will be established in order to avoid confusion as students go from one class to another.

SPECIAL NEEDS

Pre-testing and Post-testing Programs

Pre-testing--to serve as a guide in the placement of new typing students in Typewriting I-B or Typewriting II and new shorthand students in Shorthand I-B or Shorthand II. Placement of students in the right classes is one of the most important functions of the Division, for this will alleviate much of the frustration and anxiety for both instructors and students. Expectancy tables will be developed so that realistic cut-off points may be established and students channeled into curriculums from which they can profit most.

Post-testing--to stimulate and challenge students to strive for excellence. Feasibility of developing such a program will be investigated.

TEACHING METHODS

The feasibility of team teaching, especially in the shorthand and the office practice courses, will be studied.

Enrollment

At the present time 248 secretarial students and 45 stenographic students are enrolled in the Secretarial Science Division.

Facilities

PRESENT

The Secretarial Science Division is located in the main building of the Business Education Department. Classroom space and equipment are as follows:

5 typewriting rooms equipped with 40 electric typewriters each
1 typewriting room equipped with 19 electric typewriters and 22 manual typewriters
1 shorthand laboratory equipped with 42 stations (shared with language classes)

As the enrollment increases, more typewriting rooms and equipment will be needed; perhaps the needs will double.

ANTICIPATED ADDITIONS The use of a multiple-channel shorthand lab is essential to our shorthand program to help provide opportunities for review and speedbuilding.

To provide a more efficient and functional shorthand lab requires that the room be available for student use throughout the day. In this way, students will get additional practice in shorthand to supplement classroom dictation.

At the present time, we have a library of approximately 100 commercially prepared tapes covering a range of dictation from beginning shorthand lessons through speed progressions at 60 to 150 words a minute. It would be arbitrary to say what constitutes an adequate library, but there must be sufficient material so that the students do not memorize the letters. Therefore, it is recommended that more commercially prepared tapes be added to our library. Another possibility would be to have instructors prepare their own tapes, perhaps correlated with textbook lessons.

Given the appropriate equipment and tapes, the degree of success achieved by the shorthand lab is determined by the instructors and students. Instructors must motivate students and exhibit enthusiasm for increased effort so that students will be convinced of the validity of practice in the lab. Only in this way will students gain a feeling of accomplishment which would justify the existence of a shorthand lab.

Staff

The present staff consists of nine full-time instructors and two instructors who teach in other divisions also. One of the instructors serves as chairman of the Division.

PROFESSIONAL IMPROVEMENT The members of the Secretarial Science staff are very conscious of the need for continual professional improvement. Some of the plans for growth are detailed below:

Workshops and/or lectures in special areas, conducted or delivered by top-notch persons in those areas, will be arranged if possible.

Discussion groups among staff members will be organized.

A syllabus for the Division will be prepared. As Kapiolani Community College grows in size, new instructors will be added and a greater turnover of faculty members must be anticipated. It is advisable, therefore, to develop a syllabus for the Division, to be used as a quick orientation instrument for new instructors and a source of reference for anyone. Basically, it will contain the following information:

- Philosophy and objectives of the Division
- Standards for each course in the Division
- Textbooks used and the lesson coverage for each course in the Division
- Standard forms used by the Division; i.e., permanent record forms
- Basic procedures of the Division; i.e., typewriter repairs

Plans for Periodic Evaluation and Revision

Periodic evaluation is planned in the following areas:

Overall curriculums--to determine whether objectives are being met

Existing standards--to determine whether they are realistic and practical

Group process--to determine the efficiency of the functioning of the group and the effectiveness of the leadership (One method of evaluation in this area may be the use of a questionnaire)

Teaching--to determine the effectiveness (An evaluation instrument is to be developed)

Course content

Textbooks (Continual examination of new textbooks is planned)

Major Recommendations for Program Development

A summary of the major recommendations offered earlier in this reports follows:

Develop medical and legal secretarial, and court and convention reporting programs. (See "Curriculum")

Develop pre-testing and post-testing programs, the former to serve as a guide in placement of new students and the latter to stimulate and challenge students to strive for excellence. (See "Curriculum")

Develop office practice courses simulating real offices situations involving a physical arrangement comparable to a typical office and a laboratory method of instruction rather than a lecture method. (See "Curriculum")

Establish a grading scale for transcription classes and basic rules for mailability.

Prepare a syllabus for the Division, to be used as an orientation manual for new instructors and a source of reference for anyone. (See "Staff")

Make follow-up studies. The Division suggests a follow-up program aimed at achieving the following objectives: (a) to bring the training offered in line with the requirements of business, (b) to evaluate effectiveness of training, (c) to eliminate weaknesses in future training, and (d) to evaluate adequacy of the College--effectiveness of faculty, counseling service, student government activities, course offerings, and standards.

Dental Assistant Department

Objectives

The Dental Assistant Program at Kapiolani Community College endeavors:

To train students in skills in various aspects of chairside assisting and dental procedures

To help students in understanding their role as dental assistants and in appreciating the responsibilities of a dental health team

To develop increasing efficiency in dental offices

To develop intellectual curiosity

To foster a greater sense of civic responsibility

Curriculum

PRESENT The existing Dental Assistant Program is a 2-semester course of training divided as follows:

First Semester

Course	Meeting	Units
Dental Technology 11	Daily	6
English 11	M W F	3
Social Science 11	T Th	3
Secretarial Science 11	M W F	2
Social Science 10	Scheduled	1
Elective	Scheduled	3
		18

Second Semester

Course	Meeting	Units
Dental Technology 12	Daily	6
Speech 11	M W F	3
Dental Technology 13	M W F	6
Elective	T Th	3
		18

ANTICIPATED REVISION Changes in curriculum and in teaching methods are planned in order that the Program may become more effective. The changes as planned are outlined below:

Develop a two-year program leading to an Associate of Arts degree, in addition to the present one-year certificate program

Revise "units" load

Include a course on work simplification methods

Place more emphasis on general education courses

Initiate a plan to begin a new class each semester

Establish special short-term courses

SPECIAL NEEDS OF STUDENTS Organize workshops to help students prepare for national certification examination.

TEACHING METHODS Correlate work simplification methods with clinical training periods

Expand use of audio-visual media

Initiate programmed instruction

Enrollment

At the present time 20 students are enrolled in the Dental Assistant Program. Because of limited facilities and equipment, no major change in enrollment is anticipated.

Facilities

PRESENT The present facilities consist of:

A well-illuminated, air-conditioned dental laboratory that serves as lecture room and laboratory

Work tables (4); Dental unit, Weber M 500 (1); Dental chairs, Weber M 17691 (1) and SSWhite M 4941 (1); X-ray machines, Weber Model 12RF (1) and Ritter Model B (1)

A dark room with equipment--processing tanks, work table, safe light, view box, Rinn film racks, GE interval timer

ANTICIPATED ADDITIONS — The present set-up shows a lack of adequate facilities and equipment, such as no drying area in the dark room, limited storage areas, equipment and supplies. To improve instruction the Department needs: new dental units and chairs, additional functional x-ray units, new film projector and slide projector, supplies and equipment adequate to enable students to participate fully on an individual basis.

Staff

PRESENT — The Dental Assistant Department is now staffed by a licensed dental hygienist as instructor-coordinator and two licensed practicing dentists as lecturers.

ANTICIPATED ADDITIONS — In revising and expanding the Program to serve more students and to increase efficiency, the Department plans to add to its staff:

Two additional licensed, practicing dentists to accommodate a new class each semester

A licensed dental hygienist as instructor

PROFESSIONAL IMPROVEMENT — The instructors need an office and a special library of reference books and collateral reading materials.

Plans for Periodic Evaluation and Revision

In order to achieve the goals of the Department, periodic meetings of instructors are planned to evaluate the progress of the program and to initiate necessary changes.

Scheduled meetings with the members of the Dental Advisory Committee are also planned to hear their suggestions and recommendations.

Major Recommendations for Program Development

A new facility for the Dental Assistant Department which will provide:

A clinical environment where students can more fully participate on an individual basis

A complete dental operatory to accommodate five students per unit

At least three functional x-ray units to take full advantage of Hawaii's dental laws which permit dental assistant to take radiographs, under supervision

Clinical cubicles where aseptic techniques may be taught and practiced

A separate lecture room with chairs and desks or chairs with tablet arms

Hotel and Restaurant Department

Objective

The objective of the Hotel and Restaurant Department is to provide the necessary skills and knowledge in order that those trained will be able to enter the food service industry at a skilled or semi-professional level of proficiency and to advance to more responsible positions.

Curriculum

The class schedule is from 7:30 a.m. to 2:45 p.m., Monday through Friday, consisting of two hours of theory and five hours of laboratory experience a day.

PRESENT At present the Department offers:

Commercial Cooking - 36 weeks, 37.5 hours per week, one school year. The program provides training in the basic and advanced procedures in food preparation.

Pantry - 12 weeks, 37.5 hours per week; offered 3 times a year. The program provides training in the preparation of cold foods and beverages and an introduction to culinary work including canapes, hors d'oeuvres, and vegetable carving.

Dining Room Service - 10 weeks, 36 hours per week; offered 5 times a year. The program provides training in the different types of dining services and table settings, sanitation, personality development, and liquor service.

Storeroom Procedures and Food Cost Control - 12 weeks, 37.5 hours per week; offered 3 times a year. The program provides training in the basic fundamentals of food and operational costs and controls, storeroom procedures, keeping daily and monthly records, and the use of standard business machines.

In addition to the four regular courses, the Department offers special courses as the need arises. Courses most frequently offered are:

Housekeeping - 60-70 hours. This course provides basic training in bed making and cleaning procedures of a hotel or apartment room. The learning consists of 10 hours of theory and 50-60 hours of laboratory practice in basic skills.

Liquor Orientation - 20 hours. This course consists of a series of seminars in the interpretation of the liquor laws of the City and County of Honolulu, conducted by the Liquor Commission and sponsored by the Kapiolani Community College.

Host-Hostess - 20 hours. This course provides for lecture and group discussion in communications and training in supervisory principles and practices slanted toward food service needs.

In-service Training. This program is conducted on the premises of a hotel or restaurant upon request. Training sessions are conducted in basic skills of dining room service or housekeeping.

ANTICIPATED REVISION The present certificate programs will be re-evaluated and revised to incorporate an associate degree program. The certificate programs will be examined with reference to the changing employment needs of the industry and to the needs, aptitudes, and capabilities of students.

LONG-RANGE PLANS The Hotel and Restaurant Department anticipates the need for assuming and providing leadership through research in such areas as food processing and management procedures and techniques.

SPECIAL NEEDS OF STUDENTS The need for remedial courses in communications and mathematics has been critical. Special provision has been made to help students in general mathematics. English and other general studies will also need to be provided. These special problems will be alleviated, however, when the Hotel and Restaurant Department moves to its new building on the Pensacola campus and students are able to take courses offered by the other departments of the College.

TEACHING METHODS The possible teaching methods to be considered are (1) development and use of loop films for training a skill, (2) use of television and taped films for demonstrations and service by lecturers, (3) use of taped lectures, slides and overhead projectors, and (4) greater use of research materials--food, management, and work study.

Enrollment

PRESENT With the present limitation of facilities and the arrangement of classes, the enrollment is restricted to a maximum of 20 students in Commercial Cooking, 12 students in Pantry per class, 16 students in Dining Room Service per class, and 18 students in the Storeroom Procedures and Food Cost Control per class. This will enable a maximum of 200 students for short-term or for a two-year program.

At present, the majority of the students are two-year students although formerly the majority were short-term students in the four regular courses offered in the Department.

For the special courses offered in Housekeeping, Liquor Orientation, and Host-Hostess training, the enrollment has fluctuated according to the demands of the housing and food service industries. The three special courses attracted a minimum enrollment of 10 to 15 students in the 1965-66 school year.

ANTICIPATED Plans have been drawn up to have a new Hotel and Restaurant facility in 1967. This facility will be 2 1/2 times larger than the existing borrowed facility. In addition to an enlarged facility for laboratory experiences, there is proposed 2,700 sq. feet of classroom space.

On the basis of the 7,500 sq. feet of laboratory space, the program should be able to accommodate 2 1/2 times the present enrollment or nearly 500 students.

Should the program be increased to night and summer classes, another 100 to 200 students may be accommodated.

Equipment and Facilities

PRESENT The space provided at the Ala Wai Clubhouse for the Hotel and Restaurant program consists of a commercial-type kitchen, with equipment and 1,300 sq. feet of space for the preparation of hot and cold foods, dishroom and pot and pan areas, 300 sq. feet for storage of foods, 1,200 sq. feet of dining space for public patronage, and a limited area for lockers and refuse.

There are no permanent facilities for classroom instruction. Each day the students and instructors set up a classroom within the space available to the Department.

The equipment available for training is at a minimum and was installed, for the most part, in the 1940's.

The pre-employment classes are held in space available in the Practical Nursing Department building.

ANTICIPATED ADDITIONS In addition to the enlarged facility for the Hotel and Restaurant Department in 1967 (discussed under "Enrollment"), there is need for additional equipment and improvement of facilities:

Two classrooms including a demonstration classroom and a classroom library

A test kitchen with update equipment and supplies (500 sq. feet)

A study room to view loop films, listen to taped lectures, or review slides (500 sq. feet)

A refrigerated meat process room to train students in carcass-carving and portioning of meats (1,000 sq. feet)

A conference room to conduct in-service training workshops.

Staff

PRESENT The present staff for the four regular classes at the Ala Wai Clubhouse consists of one instructor for each of the four classes. A fifth instructor is hired to take charge of the over-lap sections in the dining room class, to supervise the dining room, and to assist in other areas.

A Department chairman oversees the program on a full-time basis. He is, however, available for pre-employment classes and in-service training on a limited scale.

ANTICIPATED ADDITIONS Based on an enrollment of 500-700 students, an additional staff of six instructors (two in production, two in service, and two in middle management) will be needed. In addition, there is need for two full-time custodial and maintenance personnel.

Plans for Periodic Evaluation and Revision

There is definite need for periodic evaluation and revision of the curriculum. The evaluation and revision shall be the result of

(1) periodic meetings with an Advisory Committee

(2) instructor's own evaluation at the end of each semester

(3) research

(4) information from trade journals and other professional development activities

(5) interviews with current and graduate students.

The evaluation and revision shall be a continuous process, with a minimum of one evaluation per year and one revision per two or three years.

Major Recommendations for Program Development

Initiate evening and summer courses.

Promote and develop certificate, associate degree, pre-employment and in-service programs.

Make available facilities and equipment to instruct 500-700 students per year.

Conduct research in teaching methods, in food process, and in new methods of service.

Make the Department a center of information on hotel and restaurant operations for the community.

Language Arts Department

Objectives

When the English Division served as a supportive member of the Business Education Department, its primary objective was: "To develop the ability to use the English language accurately and effectively in all areas of communication in a business office with sufficient proficiency to quality for advancement from the initial job." The change in status of the Division (from English Division to Language Arts Department) has resulted in a change in objectives, too. Our major concern now is to help the student develop his ability to think logically, clearly, and critically and to express his thoughts effectively in all communication situations.

Curriculum

PRESENT As it was not possible to make changes in the program for the current school year, the two-track English program was allowed to continue as it had been set up for the Business Education Department, with the student selecting his English courses according to his curriculum.

For both tracks, the first course deals with usage and communication skills; the second, with composition; and the third, with business communications. Although the goals are the same in both tracks, the level of rigor is different for each track. The remedial course added to the program this year is required for all students who do not score well on the English Placement Test. The survey course in literature is an elective, and like Speech, may be taken at any time.

ANTICIPATED REVISION In making plans for the Language Arts program, it will be necessary to establish two kinds of programs with several levels within each program. Program A will be for the college transfer student. A two-semester university-parallel English course will be offered to those who qualify, and a one-semester (two-semester, if necessary) remedial or refresher type course will be offered to those who need assistance in order to qualify for the transfer course. Literature courses carrying transfer credit will be part of this program.

Program B will be for the student whose goal is the associate degree in an occupational field. The offerings will be general education rather than vocational in nature. Here again, there will be need for remedial and developmental courses for the student with very poor capability in English. In both Programs A and B, a course in speech will be required; however, the student may earn his credits in corrective, beginning, or advanced speech.

MEETING SPECIAL NEEDS To provide for special needs, these courses which do not carry university transfer credit will be offered: business communications and report or technical writing, English as a second language, literature for self-improvement, and creative writing.

Enrollment

The present enrollment in the Department is about 1,000 students. The anticipated enrollment for 1967-68 is 1,300.

Facilities and Equipment

PRESENT Our equipment and facilities are not adequate for the present student enrollment. Office space and conference rooms are also limited.

NEEDED EXPANSION In order to implement the program in the Language Arts Department, there will be a need for more equipment and facilities such as:

Student study center with programmed texts and study aids (such as the autotutor) and the necessary tapes and films to be used with them

A language laboratory with speech and listening rooms

A reading laboratory equipped with mechnical aids: the tachistoscope, the Craig reader, the rateometer, and others

Conference rooms

Overhead and opaque projectors

Additional tape recorders and soundscribers

A central department for files of teacher aids, course outlines, texts, and reference materials.

Staff

The Language Arts Department staff consists of nine instructors. The Department is expected to expand rapidly, especially when the transfer program is established. A request for two additional instructors for 1967-68 has been made.

PROFESSIONAL IMPROVEMENT To aid instructors in their work, there is need for orientation seminars for coordination of instruction, in-service workshops to provide guidance in the preparation of instruction, and departmental meetings for discussion of problems. Participation in professional meetings, visits to other colleges, and an exchange teacher plan will be conducive to and consonant with professional improvement.

Plans for Periodic Evaluation and Revision

Regular meetings with the Dean of Instruction, members of the English Department staff at the University of Hawaii, staff members of other community colleges, and faculty of high schools shall be scheduled for the purpose of revising, modifying and evaluating the program of the Department.

Major Recommendations for Program Development

Develop university-parallel English composition and literature courses for the transfer program in cooperation with the members of the English Department staff at the University of Hawaii.

Develop remedial and developmental courses to help meet the needs of students.

Provide for more facilities and equipment such as (a) a student study center with programmed texts and study aids (such as the autotutor) and the necessary tapes and films to be used with them, (b) a language laboratory with speech and listening rooms, (c) a reading laboratory equipped with mechanical aids: the tachistoscope, the Craig reader, the rateometer, and others, (d) conference rooms, (e) overhead and opaque projectors, (f) additional tape recorders and soundscribers, and (g) a central department for files of teacher aids, course outlines, texts, and reference materials.

Practical Nursing Department

Objectives

The Practical Nursing Department of Kapiolani Community College has as its objectives:

To prepare the graduate of the Department to function effectively as a practical nurse in all general fields of nursing within the limitations of a one-year curriculum.

To help the student gain skills in effective communication and establish good inter-personal relationships.

To help the student to acquire the knowledge and the skills and to develop the attitudes, sensitivity, and responsiveness that will enable him to assist in meeting the fundamental health needs of the individual patient, the family, and the community in limited situations in all fields of nursing.

To enable the student to understand the basic health needs common to individuals of all age groups who have varying deviations from health.

To prepare the student to help people with their on-going daily needs which they are unable to meet themselves, to carry out the medical care prescribed, and to provide the spiritual and emotional support the individual needs. The degree of supervision required will be determined by the role in which the practical nurse is functioning. In situations relatively free from complexity, she works with minimal supervision. In more complex nursing situations, she may assist the professional nurse who provides closer supervision.

Curriculum

The curriculum offers a one-year course including four weeks vacation--two weeks at Christmas and the last two weeks in August. (The two weeks in August is terminal vacation for the class entering the previous September.)

PRESENT PROGRAM	The present 48-week integrated and correlated program is described on the following page.

Practical Nursing Program - 48-Week Curriculum

The first 24 weeks, the curriculum includes 450 hours of basic nursing classes in

- Fundamentals of Nursing
- Personal and Vocational Relationships
- Normal Nutrition and Diet Therapy
- Family Living
- Anatomy and Physiology
- Introduction to Medical and Surgical Nursing

Concurrently, students have 48 days of clinical experience and classes in medical-surgical nursing.

The second 24 weeks, students rotate through the following clinical areas. Classes and clinical experience are concurrent.

Obstetrical Nursing	6 weeks
Pediatric Nursing	4 weeks
Preschool	2 weeks
Rehabilitation Nursing	4 weeks
Psychiatric Nursing	8 weeks

The affiliating organizations are Hawaii State Hospital, Kaiser Foundation Hospital, Kindergarten & Children's Aid Association Centers, Kuakini Hospital, Leahi Hospital, The Queen's Hospital, and St. Francis Hospital.

ANTICIPATED REVISION

In an effort to improve and expand the nursing program, the faculty is planning to devote a greater number of hours to pharmacology. Since none of the general hospitals in Honolulu allow L. P. N. s to administer medications but reserve this function for R. N. s, only basic principles and laboratory practice are included in this curriculum. The only clinical experience in administering medications available at present is in the State Psychiatric Hospital where limited types of medications are ordered. For this experience, our present program is adequate. The principal reason for increasing the emphasis in this area is to enable our graduates to meet the requirements of other states when obtaining a license by endorsement. Because of the great shortage of R. N. s on the Mainland, L. P. N. s there are required to assume responsibility for medications in most hospitals.

CHANGES TO MEET SPECIAL NEEDS

The Practical Nursing Department recognizes the need for the opportunity for remedial study and retraining. Remedial courses in reading improvement would enable more applicants to meet our admission requirements. It is impossible to include this in the one-year curriculum; therefore, referral to remedial courses offered in the Language Arts Department will be made and should prove helpful.

A number of requests have been received from inactive L. P. N. s for refresher courses to bring them up-to-date for return to active nursing. Evening refresher courses may be offered if it is ascertained that enough nurses are interested. Further information must be obtained.

TEACHING METHODS Because the faculty is small, frequent discussions are held on methods of teaching with free exchange of ideas. At present, instructors are striving to encourage more participation and a better climate for learning by using informal classroom situations when suitable. The library lends itself well to discussion and demonstration by students.

Since much counseling must be done by each instructor, a study session was based on an excellent article relating specifically to the Nurse-Instructor as a counselor. Acceptance of the student as a person in counseling should carry over into the class situation and make for a better climate for learning.

Enrollment

DATE OF ENROLLMENT Two classes are enrolled each year, one in September and one in March. The ideal number for a class is 48 students. This number of qualified applicants or more is available for each September class; however, 45 is the largest number ever actually to appear for enrollment.

Recruitment for the March class is much more difficult. The largest number ever enrolled for this class is 41.

Many applications are received for both classes each year, but about one half of the applicants are eliminated by the admission tests, which require an IQ of 90 or above on the Henmon-Nelson Test, and above 10th grade placement on the California Reading Test.

Applications are accepted at any time throughout the year, but admission tests are administered at specified times.

PRESENT ENROLLMENT At present, 15 students are enrolled in the senior class and 37 in the freshman class. The beginning enrollment for the senior class was 28; for the freshman class, 44.

Equipment and Facilities

PRESENT FACILITIES The Practical Nursing building is a well-equipped two-story building, providing two nursing laboratories, two large and one small classroom, and a library. Three individual offices and three additional improvised offices serve the six instructors.

The library is adequately stocked with reference books and magazines and has sufficient seating area for study. The library and the adjoining classroom can be converted into one large room for lectures, film presentations, programs, and other activities.

NO ANTICIPATED ADDITIONS Hospital equipment, visual and other aids are adequate; therefore, no need for additional equipment exists at present. Additional offices for instructors will be desirable.

Staff

PRESENT The staff of the Department consists of six registered nurses.

ANTICIPATED ADDITIONS Plans for the future include adding a full-time psychiatric clinical instructor to replace the part-time instruction and supervision previously supplied by the State Psychiatric Hospital, and a part-time instructor (24 weeks yearly) for rehabilitation nursing at Leahi Hospital to replace the instructor presently supplied by the Hospital. Criteria for approval by the National League for Nursing require that the controlling organization employ all instructors.

PROFESSIONAL IMPROVEMENT All instructors take late afternoon or evening University courses that relate to teaching, usually one or more a year. All faculty members belong to the professional nursing organizations as well as to educational organizations.

Plans for Periodic Evaluation and Revision

The curriculum is evaluated continually by the faculty, and minor revisions are made frequently.

The Hawaii Board of Nursing conducts a survey and evaluation of the program, usually at three-year intervals.

Material and forms have been secured from the Department of Practical Nursing Programs, N. L. N., for the preliminary report leading to National Accreditation by that body. The preliminary report will be worked on in 1967 with the hope of being ready for the accrediting team in 1967-68.

Major Recommendations for Program Development

Increase the faculty by adding:

One full-time psychiatric nursing instructor

One part-time instructor (24 weeks yearly) for Rehabilitation Nursing at Leahi Hospital. At present the hospital is providing the clinical instructor.

The future expansion of the Practical Nursing Department as well as the addition of other programs in the health services area will be developed in cooperation with the University of Hawaii, School of Nursing.

PART II CURRICULUM – PROGRAMS TO BE DEVELOPED

Program of General Education

The Kapiolani Community College concept of general education is reflected in the following institutional objective:

> "A general education program that provides formal and informal study in the basic fields of knowledge to prepare the student to take his place effectively in a democratic society."

In the shift of the technical schools to a community college plan of operation, the newly developed associate degree programs include a core of general education. The College believes that the general education emphasis can provide a large general context within which occupational training can develop the fullest potentialities of students. Although students differ in their abilities, interests, and accomplishments, they do share many common responsibilities as citizens that require integrative educational experiences.

The present minimum general education requirements for the associate degree programs total 18 credits--English, 6 credits; speech, 3 credits; mathematics, 3 credits; social science, 3 credits; humanities, 3 credits. Requirements for the certificate programs still are to be determined.

The development of the general education program is a continual, long-range process and requires purposeful and systematic direction and elaboration. A general education committee has therefore been established to delineate a definition of general education, to formulate general education objectives for all students, and to determine the approach to and the core of general education experiences. In addition to the committee's participation, the development process will also provide for extensive participation by all instructors and administrators, and general participation by representative lay groups.

Determination of the principal curricular objectives for the core of general education experiences must rely on the experience and training of the faculty, along with several kinds of data. Some of these data are (1) Information about students--their present level of development, their needs, their interests; (2) Problems of contemporary life--activities students are expected to perform, problems they are likely to encounter, opportunities they are likely to have for service and self-realization; and (3) Nature of subject matter--contributions each subject area can make to the student as to concepts in the subject field, types of learning, and relationships to other subjects. A study to identify the needs, interests, and goals of students seems necessary to determine the general and specific objectives of the general education program.

As the general education course offerings increase, special area departments must be established. The Language Arts Department was established in 1966. Other departments to be established are the Social Sciences Department, Science and Mathematics Department, and the Humanities and Fine Arts Department. Department chairmen for each of these areas will serve as administrative representatives for the instructional program of the College.

As envisioned, an adequate general education program will necessitate administrative planning and development. Nevertheless, the College is aware of the fact that the effectiveness of any program will depend on the faculty members' acceptance of the importance of general education to the student and to society and their willingness to become involved in the processes aimed at attaining general education objectives.

Transfer Program

The College plans to institute the transfer program in 1968-69. Because of limited facilities, an estimated enrollment figure of 150 students is being used as a basis for planning this program. The feasibility of initiating the transfer program in 1968-69 is complicated further since special facilities such as a science laboratory and a language laboratory are needed to provide adequate instruction. On the assumption that special facilities will be available, the lower division offerings of the University of Hawaii have been reviewed as a starting point in projecting the transfer curriculum. Further study must be made in order that the transfer students may be able to matriculate as juniors at Mainland colleges and universities.

Based on the lower division offerings of the University of Hawaii, the minimum transfer curriculum for 1968-69 has been projected to include the following:

Basic Requirements: English 101/102; History 151/152; languages, European and Asiatic; Mathematics 100/103; and Speech 145

Area Requirements: Philosophy 100, Art 101, Psychology 100, Political Science 110; Sociology 151, Chemistry 101/102, General Science 120/121

Remedial and Make-Up for High School Deficiencies: Speech, Mathematics, English, Reading, Science

The proposed minimum transfer curricular offerings provide for (1) the University of Hawaii's new general education requirements and the new foreign language requirements of the College of Arts and Sciences, (2) make-up of high school deficiencies and for remedial and developmental work in reading, writing, and speech, (3) the necessary lower division foundation courses for later admission to the College of Business Administration, and the (4) lower division foundation courses for most of the majors in the College of Arts and Sciences, pre-nursing, pre-pharmacy, pre-library science, pre-teaching and pre-recreational leadership. No provision has been made for health and physical education.

Special facilities indicated for the proposed transfer curriculum include a science laboratory, a language laboratory, a developmental reading laborator and a speech laboratory.

A minimum of ten instructors is recommended to institute the transfer program. Instructors will be needed in the areas of English, social science, languages, mathematics, speech, science, and humanities. Although a student-instructor ratio of 15:1 may seem low, it very likely will be higher since select students in the associate degree programs can also be counseled into appropriat transfer courses.

Before the transfer program can be initiated, there is need for planning in such activities as (1) articulation agreements with the University of Hawaii about admission standards for students who wish to matriculate as juniors, course standards and requirements, faculty preparation requirements, and standards of admission for freshman in the transfer courses, (2) the development of an effective guidance and educational advisement program, and (3) articulation with the high schools in the promotion of the program and in the determination of interests, needs, and abilities of students who plan to enroll in the transfer program.

Occupational Programs

The fact that the occupational education programs have a head start can serve as the focal point for the development of the required image and uniqueness of the College. With the transfer program planned for 1968, guidelines for the development of occupational education programs need to be established to help maintain and improve the status and identity of existing and future programs. In addition, with the acceptance of the "open door" policy by the College, internal policies for determining objectives and curriculums will need to be established to help control the impact of students on the program structure.

If the College is to accept the responsibility that each program will be of high quality and at the level required for its intended purpose, the immediate needs indicated are (1) the expansion of occupational programs based on studies of occupational needs and requirements in such areas as municipal and governmental services, personal services, health services, and the plastic, graphic and fine arts, and (2) coordination of functions with the Honolulu Community College and other agencies such as the Economic Opportunities Center and the Manpower Development and Training Programs.

Continuing Education Program

The objective as stated is

"A continuing education program that provides, in evening sessions, certificate and associate degree curricula as well as short-term programs for occupational upgrading and retraining."

The expressed intention of developing an adult education program has yet to be implemented.

Some of the anticipated major problems that the Committee on Curriculum and Instruction will need to discuss and consider to develop the evening program are:

1. Determination of the role of the evening college

    a. A statement of the philosophy and purpose of the evening college needs to be developed.

    b. Liaison must be established and maintained with the adult community schools under the State Department of Education, the College of General Studies of the University of Hawaii, and other agencies to insure a minimum of duplication of course offerings.

    c. A systematic study of information should be made to determine certain characteristics of the adult community, such as educational level, age structure, occupational breakdown, and socio-economic and cultural background.

2. Administrative problems about which there must be agreement

    a. If the philosophy that the evening program is an extension of the day program is accepted, shall the tuition fee be the same as that for the day students?

    b. Will it be possible to subsidize the evening program during its initial stages of development?

    c. Will there be need for additional positions such as a director of the evening program, counselors, and auxiliary staff?

    d. What shall be the relationship of the evening college to the rest of the college?

    e. What shall be the line of responsibility of the evening college director?

f. Who shall have control of degree programs?

g. Who shall approve new courses?

h. What shall be the goal of non-credit evening programs?

i. What criteria shall be used to determine whether a course is of "college level"?

j. Who may enroll in the evening college and shall the admission requirements be the same as those for the day college?

k. How can a flexible schedule be made as to time of class sessions, length of class periods or courses?

3. Organization of a public relations plan

Plans should include methods by which (1) students will be recruited, (2) courses will be advertised or announced, (3) lay participation will be used in curriculum development, and (4) public relations may be maintained.

Although the certificate and associate degree curriculums and short-term occupational courses have been highlighted for the continuing education program, the College will also need to be alert to other services, such as short series-type courses in general studies, and other community demands.

Program To Meet Special Needs

Summer Session

To date, student interest has not indicated the feasibility of conducting a summer session. Since summer sessions must operate on a self-supporting basis, there is a wide discrepancy between the cost of taking a course during the summer session and that during the regular school year. It is the consensus of faculty-administration that the cost per subject for summer classes is one of the determining factors for the lack of student interest.

Continued attempts will be made, however, to develop the summer program. A survey will be made in January, 1967, to determine student interest in business education courses.

Programs for Students Who Need Special Help

Students whose ability or educational achievement is doubtful, as indicated by high school records and college aptitude tests, need special assistance. A beginning has been made in helping these students by providing remedial courses in English and in mathematics and refresher courses in typewriting and in shorthand.

Faculty-administration committees will be organized to assess these special needs and to develop guidelines for determining the future effort of the College in the direction of sub-collegiate level work, such as remedial courses, high school courses, and special courses for foreign students. The need for attention to special counseling and programming is also indicated.

PART II CURRICULUM — PROCEDURES FOR DEVELOPMENT

Procedure for Curriculum Development and Approval

The following procedure is followed in the development and approval of new courses and programs:

1. Ideas, suggestions, recommendations, or requests for new courses or programs (or changes) are suggested or proposed by faculty, administration, students, business, industry, professional groups, governmental agencies, citizens, and others.

2. Proposal for a new course or program (or changes) is developed in a department or division in cooperation with the Dean of Instruction and is presented to the Committee on Curriculum and Instruction.

3. The Committee on Curriculum and Instruction reviews the proposal, approves or disapproves the proposal in terms of need, desirability, and feasibility, and forwards both approved and disapproved proposals to the Director. (Minority reports are included).

4. The Director reviews the proposal with special attention to evidence of sufficient enrollment to warrant the offering, to cost analysis, and to relative priority; he consults with the Administrative Council; he then forwards the proposal, approved or disapproved, together with the substantiating arguments, to the University of Hawaii Vice President for Community Colleges.

PART III INSTRUCTION

Improvement of Instruction and Faculty Development

The status and prestige that Kapiolani Community College establishes in the community depends, to a great extent, upon the quality of its faculty. Thornton in The Community Junior College emphasizes the fact that the community college philosophy places great stress on excellent teaching--that "either it teaches excellently, or it fails completely." It is therefore crucial that the College focus attention on the improvement of instruction. Present means of increasing the effectiveness of teaching are

1. The Committee on Curriculum and Instruction reviews the entire instructional program and studies proposals for new programs and courses.

2. Teaching faculties, department and division chairmen, and the Dean of Instruction reviews course outlines and revises them as necessary.

3. In addition to regular and special faculty meetings called by the administration, the faculty holds divisional and departmental meetings which treat specific problems dealing with instructional matters.

Other factors which are being considered and need further development include the following:

1. Inter-departmental meetings aimed at coordinating instructional efforts will be increased so that the objectives of a course, of a department, or of the College will be better served.

2. Information regarding the aptitudes of students will be used to inform instructors about students' characteristics of the College and to group students by ability in selected courses to assure a minimum level of readiness.

   As Kapiolani Community College establishes stability, more and more information on the student population will become available through research and will have a decided influence upon curriculum offerings.

3. Experimental and pilot programs will be encouraged for the development of new programs to meet the special needs of students and for the experimentation in various teaching methods, such as an inter-disciplinary approach to teaching, team teaching, large lecture and small laboratory sections and vice versa, programmed instruction, and other methods suggested by the instructional staff.

4. A professional library for instructors, either in conjuction with the instructional materials center presently under consideration or with the division/department or both, will be developed.

5. Provision will be made to provide opportunities for responsible student participation in those aspects of the educational program in which students might be expected to make definite contribution.

As the established faculty standing committees become more active, the College believes that a climate conducive to high faculty morale and to better teaching can be developed through extensive faculty participation in the planning and management of the affairs of the College and through the encouragement of freedom of thought, inquiry, and expression.

FACULTY DEVELOPMENT The improvement of teaching at Kapiolani Community College will be a joint, continuing responsibility of both the instructor himself and the administration. Primary stress will be placed on cooperative creativeness such as shown by the self-study and the activity level participation it provides and the involvement of faculty in the development of policies and procedures in the operation of the College.

Some of the specific and immediate concerns which the Committee on Professional Development and Ethics will deliberate and make recommendations are

1. Improvement of channels of communication so that faculty members can contribute effectively to the definition of objectives and plans and are informed as to institutional activities, especially on matters of concern to them.

2. The development of a faculty handbook as a reference for college policies and procedures.

3. Evaluation of instruction to include proposals for (a) criteria for good teaching, (b) evaluation procedures for probationary teachers as well as for tenured teachers, and (c) provision for revising the evaluation procedure.

4. Development of a proposed class load formula so that fair allowance can be made for extra-class assignments and such varying conditions as class size, laboratory hours, number of different preparations, and load in reading and correcting papers.

5. In-service training of faculty members so that identified instructional problem areas may be discussed among the instructors and, if necessary, requests made for the services of consultants.

In addition to the areas mentioned, long-range staffing plans showing inventory and future requirements, as well as defining kind, quantity, and quality, need to be developed. Regular, orderly procedures also need to be established for the recruitment, selection, probation, and evaluation of faculty.

Library Services

Role

To achieve the objectives expressed in the philosophy and curriculum of Kapiolani Community College, the library must function in numerous ways. It must serve as a reading and information center, as a self-instruction and self-learning center, and as a resource material center.

As a reading and information center, it should contain adequate reading and resource materials for both pleasure reading and for study. For self-learning, it should provide self-teaching machines and devices, soundproof booths, and other independent study facilities. As a center of resource material, it should offer to the staff, to community leaders, and to other interested persons a place and the materials for professional study and research. The resource center need not be housed in the library complex, but should be nearby so that it can be a part of the regular library service.

Present Operation

FACILITIES AND REGULATIONS The library is housed at present in the Business Education Department building. It has a seating capacity of 90 and is open from 8 a.m. to 4 p.m., from Monday through Friday. It is staffed by one instructor--supervisor and four paid student helpers. Books are charged to instructors on a yearly basis and to students on a two-week basis. The stacks are open to all students of all departments of Kapiolani Community College.

The audio-visual program is handled solely by the Audio-Visual Coordinator, who has a full instructional load. The Coordinator maintains materials and equipment, fills film requests, and orders material and equipment.

INVENTORY AND EXPENDITURES The present inventory of materials for the Business Education Department is as follows:

Books	3,989
Periodicals	33 on subscription list
Tapes, records, film strips, slides	86 sets

The annual expenditure for the library for the last three years is as follows:

	1963-64	1964-65	1965-66
Books	$5,338.75	$4,374.40	$3,152.51
Periodicals	100.00	125.00	200.00
Tapes, Slides, Records, etc.	137.47	633.31	900.00
Supplies	50.00	300.00	300.00

BOOK SELECTION PROCEDURE Students, instructors, and administrative staff members are encouraged to submit to the librarian requests for additional materials. Publishers' announcements, book reviews, book lists from active institutions are routed to division heads and to subject-matter instructors. Book lists prepared by the library coordinator for the Community College System are also used.

A library committee has been formed recently to provide leadership to all departments in selecting materials for recommendation for purchase.

Plans for Expansion and Improvement

LIBRARY So that the library may improve and increase its service, the reading and resource material will be greatly enlarged. A minimum of 20,000 volumes and a greater number of periodical and newspaper subscriptions are planned. Services to all departments will be expanded by enlarging the division libraries and the book reserve system, by adding movable libraries, and by adding other services as the need arises. It is hoped that an inter-library loan plan with the University of Hawaii can be arranged.

The present physical plant will soon be inadequate. Although the stacks are sufficient to hold the present collection of books and materials, they will not be sufficient for the proposed additions. No work space is available in the present library. The plan is either to enlarge the present plant or to build a new plant with study carrels, reading rooms, and other special facilities for study.

In expanding the library services, additions to the staff are necessary. The positions of a full-time librarian and clerical aides will be established.

AUDIO-VISUAL Plans are being formulated to establish an audio-visual center which will provide storage areas for all audio-visual equipment and supplies; provide collections of films, film strips, disk and tape recordings; provide areas for the production of instructional and classroom materials by instructors and students; and provide a trained audio-visual specialist to help instructors and students.

Plans for Evaluation and Revision

The library, as an integral part of the instructional program, must keep pace with current needs, and its services must be constantly improved and expanded. Periodic evaluation will be made, using guidelines recommended by the American Library Association for junior college libraries. Consultations with the library consultant for the Community College System will be held as the need arises. Recommendations of accreditation teams will be followed wherever feasible.

PART IV STUDENT SERVICES

Objectives

The objectives of the Student Services Center are

To provide programs in response to the needs of the students

To provide support for the instructional program

To provide services to foster institutional development

To achieve its objectives, the Student Services Center performs the following practices and services:

1. Informs on-coming students and their parents about the College curriculum and services
2. Orients new students
3. Keeps records and reports
4. Administers tests--entrance and placement examinations
5. Offers academic advice by counselors and faculty advisors
6. Pre-registers and registers students
7. Provides instructional services--courses in orientation to college, effective study, reading improvement, occupational information
8. Provides individual and group counseling--educational, vocational, personal and health
9. Encourages student activities--social, service, intramurals, club programs, student government, student publications
10. Provides services to students--scholarships, loans, part-time employment, job placement, housing, health services, and parking
11. Provides programs and services for extraordinary students--foreign students, honor students, low aptitude students
12. Administers policies and regulations relative to student enrollment, attendance, withdrawal, and academic record
13. Conducts statistical research, enrollment and student characteristic reports, follow-up studies of graduates and drop-outs

14. Participates in graduation activities

15. Provides in-service training for counseling staff

Present Status of the Student Services Center

The Student Services Center is presently staffed by three professional men counselors, a professional woman counselor, a full-time clerk-steno, a part-time typist and a number of student workers.

The Student Services Center is in an embryonic stage, developing the following functions: (1) Admissions, registration, and records; (2) Placement and financial aids; (3) Student activities; (4) Counseling and testing; and (5) Central administration unit for student services.

A description of the five functions follows:

Admissions, Registration, and Records

ADMISSIONS Pre-college information service--The counseling staff visits the high schools to meet with counselors and to acquaint them with the curriculum offerings of the College and the services available to students, parents, and school personnel. Descriptive brochures are also distributed. In addition, a joint open house for the Honolulu and Kapiolani colleges is being coordinated by the Community College System Office. Lack of adequate conference rooms and luncheon facilities has made an "open house" difficult to schedule at Kapiolani.

An applicant appraisal program--Transcripts of all applicants are required and evaluated. With the addition of the registrar-counselor on the staff, it will be more feasible to interview each applicant prior to registration to evaluate his transcript and to plan his program.

Application form--An application form common to all Hawaii community colleges has been developed and adopted.

Testing and Test interpretation--All entering students are required to take the School and College Ability Test (SCAT) and the Sequential Test of Educational Progress Reading Test (STEP). These tests serve both as college aptitude tests and as placement tests. Students are required to take these tests before registration. The testing service is described in detail in the description of the counseling and testing functional area.

REGISTRATION With the limited facilities of the College, registration for 1,000 students is a problem. The Center now registers students on an individual basis, utilizing the services of professional counselors only. Each student is scheduled for a thirty-minute appointment with a counselor and is given a handbook with which to chart his academic progress.

Attempts are made constantly to improve the registration procedure. For the second semester in January, 1967, IBM cards are to be used on an experimental basis as a means for securing class control and class lists. Plans for incorporating a data processing records system is being considered.

RECORDS A new permanent record card form and other necessary record-keeping forms have been designed and incorporated. New fireproof, locked files have replaced regular files.

At present, the Center maintains the records of the Business Education Department, the Dental Assistant Department, and the Hotel and Restaurant Department. Plans are now being made to include the records of the Practical Nursing Department. Maintenance of files in a central location will foster efficiency, an integrated and uniform record-keeping system, record accessibility, control and ease in gathering research data.

The Center assists the Dean of Instruction in gathering information on student characteristics. At present the Center is engaged in a study of student characteristics for the Practical Nursing Department.

Placement and Financial Aids

PLACEMENT The placement program is at a very embryonic stage and needs to be expanded. Placement interviews for all graduates are being planned.

Follow-up studies of graduates are made through a questionnaire sent to each graduate. Follow-up interviews with employers are also planned.

FINANCIAL AIDS The College has three loan funds--the P. E. O. Loan Fund of $290 for Practical Nursing students, the Associated Students Loan Fund of $500 and the Thomas Gage Memorial Loan Fund of $500 for the Hotel and Restaurant Department students. Part-time Employment includes the Work-Study and E. O. A. programs. There are twice as many students under the Work-Study and E. O. A. programs this year than there were about the same time last year. The new admissions application form, which includes a section providing information for assessing student financial need, has proven helpful in locating students in need of financial assistance.

Student Activities

The student association constitution and student activity policies are being completely revised. A new constitution is being drafted on a collegiate level to include officers and representatives from different classes and departments. The system incorporates an advisor for the entire student association and its committees. The different departments, classes and clubs have their own advisors. Responsibilities of the student association will be divided into two areas: (1) the administrative unit and (2) the activities unit.

The student activity program is very much limited because of inadequate facilities. A student center is desperately needed. Student activity planning is also difficult since the College has a ratio of about one male to every eight females.

Not to be overlooked is the great need for proper dining facilities. Students now eat in a condemned building under very unsanitary conditions. This situation must be corrected.

A master calendar is being developed at the Center. It would seem advisable to include facility scheduling as a responsibility of the Center.

The student association is preparing a student handbook for the coming semester.

A problem of significance is parking. The College lacks adequate personnel and facilities for the control of parking. A student committee is studying the problem and will make its recommendation to the administration.

Counseling and Testing

COUNSELING The Center plans to institute a faculty-advising program next semester. The group guidance program implemented this semester has proved to be an effective means for orienting new students to the College, providing test service, and giving information on study habits and careers. An occupational information file is used in the orientation course.

With the addition of a registrar-counselor to the staff, academic policies are more effectively enforced.

TESTING A testing program is being developed jointly with the other community colleges in the system. Tests administered may be classified in two main categories: (1) course placement tests, and (2) general aptitude and abilities tests. Course placement tests are administered and scored by the department or division concerned. The general aptitude and abilities tests are administered by the Center. A counselor with special training in tests and measurements coordinates the program.

The testing service is based on the principle that the total individual is involved in the learning process. This service requires all students to complete a minimum pattern of tests and provides objective test data to be included as a part of the record of each student. Its ultimate objective is to gather as complete information as possible in order to assist counselors and instructors in providing guidance for individual student growth. The data will also assist in identifying areas of academic strengths and weaknesses, the choice of college major and vocational goals, and the need for remedial courses.

Because of limited facilities, individual testing is held to a minimum. The College has two Wechsler Intelligence Scale for Adults (WAIS) testing kits. This test is administered to individual students upon referral by faculty or adminstration. Group tests are also administered to individual students upon referral.

Group tests are administered in the Social Science 10 (Orientation) course that is required of all incoming students. Other tests taken by all students enrolled in the Social Science 10 classes are (1) Survey of Study Habits and Attitudes, (2) California Test of Mental Maturity, Short Form-Level 5, and (3) School and College Ability Tests, Form 1-A.

Each student is given his test scores, and a class period is devoted to the interpretation of the tests, the meaning of percentiles, norms, and the distribution of scores on the national level and at other community colleges. This is followed by a conference with each student.

The following is a summary of test and inventories in use at Kapiolani Community College:

Business Education Department:

1. Cooperative School and College Ability Tests, Form 2-B
2. Sequential Tests of Educational Progress, Reading, Form 2-B

Practical Nursing Department

1. The Henmon-Nelson Tests of Mental Ability, Grades 9-12, Form A
2. California Achievement Tests-Advanced, Form W
3. IPAT, 16 P. F. Form A, 1962 Edition

Hotel and Restaurant Department

1. School and College Ability Test, Form 2-B
2. IPAT, 16 P. F. Form A, 1962 Edition

Special Fields

1. Card Punch Operator Aptitude Test to IBM Key-Punch/Clerk Typist Majors
2. Punch Card Machine Operator Aptitude Test to all Computer Operator Majors
3. Programmer Aptitude Test to all Programmer/Analyst Majors

Other Tests and Inventories

1. California Achievement Test, Adv. Form W
2. The Nelson-Denny Reading Test, Form A
3. The Lorge-Thorndike Intelligence Tests, College Edition, Level H
4. California Capacity Questionnaire
5. Turse Shorthand Aptitude Test
6. Minnesota Clerical Test
7. Differential Aptitude Test
8. Wonderlic Personnel Test
9. Martin Vocabulary Test, Form A
10. Martin Number Facility Test
11. Sequential Tests of Educational Progress, Form 1-A

Research data on these tests are being gathered as part of the Center's plan for developing a vocational-educational test battery. Steps have also been taken to incorporate the General Aptitude Test Battery into the testing program, if the battery is available.

When sufficient data on test results and instructor grades have been collected, expectancy tables will be prepared to facilitate counseling and course placement.

Central Administration for Student Services

This area is presently under development. A full-time counselor-coordinator is responsible for the functions of the Center. Committees have been organized for consultation on Student Service, Financial Aids, and Graduation. Joint meetings with other colleges are arranged through the System office and visits have been made to the University of Hawaii activities and admissions offices. Arrangements are being made with the University counseling center for referral counseling. It is the belief of the Center that vocational-education counseling should be the primary concern of the Center and that cases of personal counseling requiring professional assistance should be referred to proper community agencies.

Research is now under way to gather data for student characteristic studies. Reports of this type should be available by the beginning of the fall term, 1967. These reports, however, will have limited reliability at this time because of insufficient data.

Forms and procedures are being evaluated and changed where necessary for more efficiency and better communication between the departments and the Center.

A library of professional journals and publications is being developed for the Center.

A graduation committee and a student services committee have been established under the new administrative organization and these committees are scheduled to meet shortly to discuss plans, policies and procedures in their areas of responsibilities.

Expansion of Student Services

Program development planning is difficult since the future or permanent site of the College has not been determined. The plans for program development will therefore be made on the assumptions that (1) the college will remain at the present site, and (2) the enrollment will increase to 3,000 during the next five years.

Program Development of the Student Services Center will need to be expanded in three areas: (1) facilities, (2) personnel, and (3) practices and services.

Present facilities will need to be increased and improved before additional personnel or services can be added.

Additions to and improvement of facilities should include the following considerations:[1]

1. Location of Center in or adjacent to administrative areas
2. Direct accessibility
3. Friendly, warm, and cheerful environment conducive to counseling
4. Inclusion of faculty as program advisors with offices of adequate size (Minimum of 100 square feet)
5. Soundproof individual offices for counselors large enough for three or four visitors
6. Soundproof conference-testing rooms
7. Reception area
8. Secretarial area
9. Storage and record areas
10. A student union--housing a bookstore, snack bar, dining hall, game and

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[1] Merlo, Frank P. and Waeling, Donald W., Guide for Planning Community College Facilities. Graduate School of Education, Rutger, New York, pp. 29-30.

activity room, A. S. B. offices and work rooms, conference rooms, and an auditorium. A health services center, student lounges, display areas, and little theaters.

11. Adequate parking areas.

Personnel expansion and service expansion can proceed as facilities are expanded.

According to McDaniel, the following personnel is recommended to staff a student personnel center in a non-residential junior college with an enrollment of 3, 000 students.[1]

Administrator (Dean)	1 for 12 months
Counselor	3 for 12 months
Teacher-Counselor	12 for 10 months (half-time)
College Nurse	1 for 10 months
Head Clerk	1 for 12 months
Records Clerk	8 for 12 months

Expansion of personnel would, therefore, require twelve half-time teacher-counselors, a college nurse, and eight records clerks. As services are expanded, the present staff responsibilities will need to be revised and positions established for the Dean of Students, Assistant Dean of Counseling and Testing, Assistant Dean of Placement and Financial Assistance, Registrar, and Assistant Dean-Student Activities.

PLANS FOR PERIODIC EVALUATION AND REVISION

Annual self-studies will be made using McDaniel's Essential Student Personnel Practices for Junior Colleges as a guide. Student evaluation and faculty evaluation will also be an integral part of the evaluation process.

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[1] McDaniel, J. W., Essential Student Personnel Practices for Junior Colleges, American Association of Junior Colleges, Washington, D.C., 1962, p. 54.

PART V ADMINISTRATION

Capital Improvement Needs and Facilities

Final decision is still to be made as to whether the present 4 1/2-acre campus will be permanent or whether the College will be relocated on another site. In spite of the indeterminateness of its future location, plans for 1967-68 include the completion of a student dining room and two portable classrooms, site improvement such as fencing, parking, and landscaping.

In addition to plans mentioned above, buildings for which plans are already proceeding are

A double portable building to house the data processing equipment, scheduled for completion in April, 1967. The building will include an instructor's office and a classroom to accommodate 30 students.

The Language Arts Department portable buildings, scheduled for completion in April, 1967. The three portable buildings will house five classrooms and six offices for instructors.

The Hotel and Restaurant Department building, scheduled for completion in November, 1967. The building will include all the special training facilities and a library. No general classrooms are included in the present plans.

A storage and distribution building, scheduled for completion about two months after all the portable classrooms are completed. The building will be approximately 3,000 square feet, one-third will be for the storage of custodial supplies and two-thirds will be for the storage of school supplies. In addition to the storage building, another building is planned to serve as the distribution center for school supplies.

The long-range expansion plans for Kapiolani Community College will depend a great deal on its site location. Meanwhile, enrollment continues to increase; and although new programs are being considered, the immediate efforts of faculty-administration are directed toward the deliberation and improvement of present programs.

Personnel Needs

The 1966-67 staff of Kapiolani Community College is as follows:

Administrators		3
Director	1	
Dean of Instruction	1	
Counselor-Coordinator	1	
Instructors - Regular Day		43
Business Education Department	21	
Dental Assistant Department	1	
Hotel and Restaurant Department	6	
Language Arts Department	9	
Practical Nursing Department	6	
Instructors - Part-time Day		2
Dental Assistant Department		
Counselors		3
Classified Staff		7
Clerical	4	
Custodial	3	
Maintenance	0	
Total--full-time		56
Total--part-time		2

Staff needs for 1967-68 are as follows:

Instructional Staff		11
Non-Instructional Staff		5
Administrative Assistant	1	
Dean of Students	1	
Librarian	1	
Counselors	2	
Classified Staff		8
Clerical	5	
Custodial	2	
Maintenance	1	
Total		24

Further additional staff will no doubt be necessary to accommodate the anticipated increase in enrollment. Future staffing, however, will be greatly determined by the long-range plans of Kapiolani Community College for capital improvement and facilities. In the meantime, long-range staffing plans will be developed, showing inventory of present staff and future requirements defining kind, quantity, and quality.

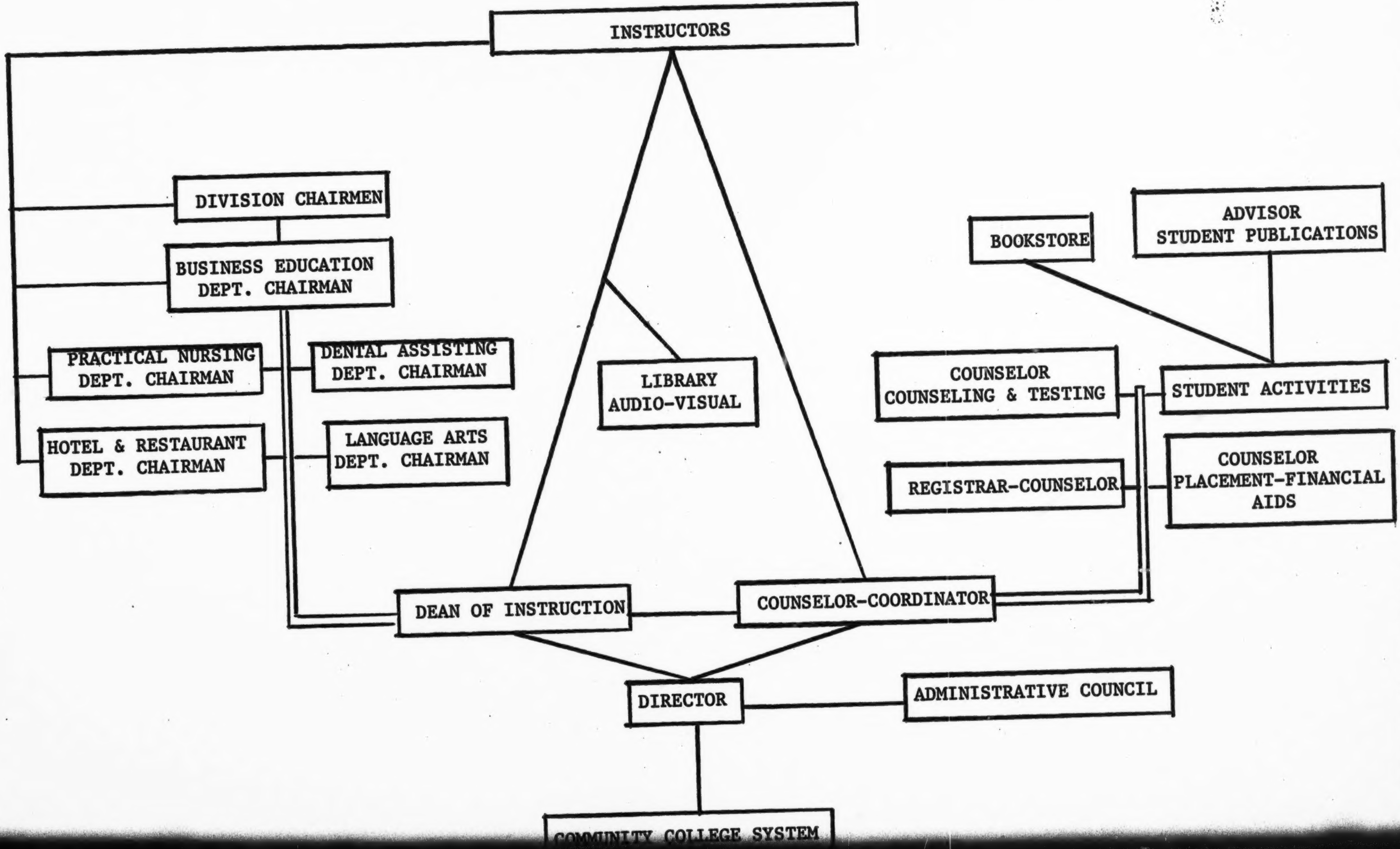
Standing Committees

The following standing committees have been established in order that the faculty may have an active role in all educational policy formulations and revisions within the policy framework established by the Community College System. Educational policies include academic, professional and personnel matters. All standing committees act as advisory groups in cooperation with the administration in policy development. Additional standing or ad hoc committees will be established as needed.

1. Committee on Administration
2. Committee on Curriculum and Instruction
3. Committee on Student Services
4. Committee on Professional Development and Ethics
5. Committee on Community Relations
6. Committee on Graduation
7. Committee on Library Services
8. Committee on Publication of College Catalog

KAPIOLANI COMMUNITY COLLEGE

ORGANIZATION CHART
1966 — 1967


INSTRUCTORS
DIVISION CHAIRMEN
BUSINESS EDUCATION DEPT. CHAIRMAN
PRACTICAL NURSING DEPT. CHAIRMAN
DENTAL ASSISTING DEPT. CHAIRMAN
HOTEL & RESTAURANT DEPT. CHAIRMAN
LANGUAGE ARTS DEPT. CHAIRMAN
LIBRARY AUDIO-VISUAL
BOOKSTORE
ADVISOR STUDENT PUBLICATIONS
COUNSELOR COUNSELING & TESTING
STUDENT ACTIVITIES
REGISTRAR-COUNSELOR
COUNSELOR PLACEMENT-FINANCIAL AIDS
DEAN OF INSTRUCTION
COUNSELOR-COORDINATOR
DIRECTOR
ADMINISTRATIVE COUNCIL
COMMUNITY COLLEGE SYSTEM

ADMINISTRATIVE DUTIES AND RESPONSIBILITIES

The Director

The Director's administrative responsibilities are to plan, to administer, and to supervise the total program at the institutional level in accordance with the policies and planning of the Community College System Office. As an educational leader he presides over all agencies in the College where decisions are made. He is responsible for making final recommendations on all College personnel and for policies governing operations, maintenance, and business procedures. He is an interpreter of the College to the community and of the community to the College. He is responsible for the compilation of the College budget and for the operation of the College within the provisions of the established budget. He makes recommendations for the building program. He evaluates the total program at the institutional level.

Until such time that an Administrative Assistant position is established, the Director is also responsible for the supervision of all administrative services, maintenance and operations, safety and security, the secretarial services center, and the classified staff.

The Dean of Instruction and the Counselor-Coordinator report to the Director.

Dean of Instruction

The responsibilities of the Dean of Instruction are those of planning and supervising the entire academic program. In this capacity he works with individual instructors and with instructional areas as well as with the Committee on Curriculum and Instruction in determining both the over-all direction and the specific offerings of the curriculum. He assists in teacher recruitment and selection, and he has major responsibility for the college catalog. He arranges the class schedule and makes the teacher assignments. He assists in the evaluation of teachers and in the evaluation of the total institutional program. He is responsible for working with the faculty in the selection of textbooks. He represents the college on lay advisory committees in the development of instructional programs.

The Dean of Instruction serves as the Chief Administrative Officer of the College in the absence of the Director. Department heads and program coordinators report to him on all matters concerning curriculum, instruction, and instructional materials.

Counselor-Coordinator

The Counselor-Coordinator shall be responsible for planning and supervising all activities of the Student Services Center. These activities shall include: Information to prospective students and their parents, orientation of on-coming students, admissions, records and reports, testing, academic advising, registration, counseling, student activities, scholarships, placement, programs and services for extraordinary students, admission policies, statistical research, enrollment and student characteristic reports, high school-college relations, graduation activities, and counselor staff professional improvement. The Counselor-Coordinator shall report to the Director.

To assist him in the fulfillment of the above responsibilities the following personnel shall report to the Counselor-Coordinator: Counselor-Registrar, Counselor-Counseling and Testing, and the Counselor-Placement and Financial Aids.

Administrative Council

The Administrative Council is composed of departmental and program representatives, the Counselor-Coordinator, the Dean of Instruction, and the Director. In addition, any faculty member who would be most affected by a proposal being considered will be invited.

The Administrative Council is the policy making body for the Kapiolani Community College. The Director acts as chairman of the Council. Plans for and problems in the development of the total program are to be presented to this Council for discussion and the formulation of policies.

For the 1966-67 school year, the Administrative Council is composed of the following members:

Mr. Raymond Won, Director and Chairman of Council
Miss Harriet Nakamoto, Dean of Instruction
Mr. Donald Fujimoto, Counselor-Coordinator
Mr. Karl Bornhorst, Chairman, Business Education Department
Mrs. Marjorie Elliott, Chairman, Practical Nursing Department
Mr. Henry Kalani, Chairman, Hotel-Restaurant Department
Mrs. Hong Kwun Pang, Chairman, Language Arts Department
Mrs. Carolyn Tani, Chairman, Dental Assisting Department

Department Chairman

The Department Chairman works with the Dean of Instruction in the development of general policies, guidelines and curriculum for his department; develops and recommends standard procedures, rules and regulations to implement the efficient operation of his department; handles problems relative to students, instructors, facilities and public; prepares departmental reports; evaluates the performance and results of his department; makes recommendations and plans to improve the workings of his department.

The Department Chairman acts chiefly as a coordinator, but he also has responsibilities in the operational and administrative functioning of the College. His major functions include:

1. Working with the Dean of Instruction in over-all development of general policies of his department.
2. Assisting teachers of the department by necessary consultation and conferences and assisting the Dean of Instruction in organizing workshops, in-service training, and similar programs.
3. Assisting in orientation and evaluation of new teachers and substitutes assigned to the department.
4. Coordinating work of department with that of other departments and services of the school (e. g. testing, AV program, placement, student government, counseling, registration).
5. Maintaining liaison among instructors, the Counselor-Coordinator, the Dean of Instruction and the Director.
6. Maintaining coordination with other departments.
7. Maintaining friendly relations with the general public in keeping with the policies and objectives of the college.
8. Helping to prepare class schedules and assisting with registration of students.
9. Organizing and conducting departmental meetings.
10. Assisting in developing guides and evaluating the curriculums.
11. Making recommendations of new texts and other instructional materials.
12. Obtaining instructor requests for teaching materials and equipment and assisting the Dean of Instruction in consolidating them.

13. Making recommendations for departmental library of curriculum materials and professional books.

14. Maintaining file of departmental correspondence, catalogues, and other related material.

15. Overseeing proper safeguarding and maintenance of equipment located in the department and keeping departmental inventories as required.

16. Handling departmental problems in connection with student and instructor.

17. Working with the Director in fiscal and maintenance matters.

18. Assisting in preparation of department budget and approving requisitions for department.

19. Developing year-end evaluation of the department and providing progress report to the Dean of Instruction when requested.

20. Performing such other duties that may be assigned by the Dean of Instruction.

Counselor--Testing and Counseling

The duties of the Counselor--Testing and Counseling are

1. Directs the counseling program.
2. Coordinates orientation activities, provides information to oncoming and entering students.
3. Coordinates the orientation instructional program--introduction to college, effective study, reading improvement, introduction to occupations, leadership.
4. Directs the testing program--entrance and placement exams.
5. Maintains liaison with department chairmen and faculty major advisors.
6. Maintains liaison with high school counselors.
7. Cooperates with librarian in maintaining vocational materials and college catalogs in the library.
8. Maintains counseling library, located in the department.
9. Maintains supply of up-to-date catalogs of other colleges and universities for use in department.
10. Coordinates honor program with high schools and is counselor of honor students.
11. Counsels non-high school graduates attending KCC.
12. Aids departments in establishing cutting scores on placement tests.
13. Coordinates service of community referrals.
14. Assumes responsibility for in-service training for counselors.
15. Performs other duties assigned by the Dean of Students.
16. Carries a counselee load.
17. Instructs classes.
18. Assists with student activities.

19. Assists with foreign student advising.

20. Serves on the following board and committees:
    Academic Standards Council Chairman
    Graduation Committee

Counselor--Placement and Financial Assistance

The duties of the Counselor--Placement and Financial Assistance are

1. Administers the student loan program.
2. Administers the scholarship program.
3. Acts as placement officer, assisting students in finding part-time employment and former students in obtaining full-time positions. Maintains clear articulation with community employers offering employment.
4. Supervises student, faculty, and visitor parking procedures and regulations.
5. Performs such other duties as may be designated by the Dean of Students.
6. Supervises and coordinates student insurance programs.
7. Acts as liaison between student insurance representatives and the college.
8. Instructs classes.
9. Serves as veterans' advisor.
10. Assists with counseling and registration.
11. Assists with student activities.
12. Serves on the following board and committees:
    Academic Standards Committee
    Financial Aids Committee, Chairman
    Graduation Committee

Counselor-Registrar

The duties of the Counselor-Registrar are

1. Prepares class schedules, all registration materials, and is college registrar.
2. Supervises preparation and maintenance of student records, including issuance of transcripts.
3. Supervises preparation of records and reports relative to veterans and selective service.
4. Supervises preparation of state and federal reports relative to enrollment, attendance and student characteristics.
5. Cooperates with Dean of Students and Dean of Instruction on matters pertaining to registration.
6. Coordinates pre-registration, registration and enrollment activities of records office with counseling staff through cooperation with the Dean of Students.
7. Determines probation, disqualification, off-probation and honors lists.
8. Interviews students regarding discrepancies on grades and class lists.
9. Acts as liaison between office and faculty.
10. Issues faculty class roll books and prepares completed rolls for storage.
11. Assumes responsibility for distribution and collection of faculty deficiency and grademarking cards.
12. Issues deficiency notices and grade reports to students and parents, and grade reports to local high schools.
13. Serves as foreign student advisor.
14. Assists with graduation activities.
15. Assists with student activities.
16. Serves on the following committees:
    - Academic Standards Committee
    - Financial Aids Committee
    - Graduation Committee

Financial Support for Kapiolani Community College

Financial support for Kapiolani Community College is largely through State appropriations with some support from the Federal Government for Vocational Technical programs. There is no local support, for the system is statewide without designated districts. The College budget requests are included in the University's budget. During the past year, the first under the Community College System, financial support has been adequate.

Financial support from the State is divided into two categories:

1. Operating budget--Funds for personnel, equipment and supplies, maintenance, and other operating expenses

Operation of Budget Cycle

Before July 1 -- Budget Planning at the college level

(a) Faculty participation in requests for equipment, supplies, maintenance, etc.

(b) Review of these requests by department heads and Dean of Instruction with recommendations to the Director

(c) The Director, with the help of selected staff members, prepares a tentative Budget Request

July 1 -- Beginning of Fiscal Year

July 1 — Governor's Operating Budget request instructions issued. Current service, workload and expansion requirements for the ensuing fiscal year to be submitted. In addition, expansion requirements for additional 4 years, for a 5-year expansion budget, is required.

Also requested at this time is a Program Evaluation report.

August 1 — Budget requests and Program Evaluation of various programs due in the University Budget Office.

September 1 — University budget request and program evaluation due in Department of Budget and Finance.

November 1 — Review and recommendations of budget completed and ready for Governor's perusal.

December 1	Governor's review of budget completed and recommendations finalized.
December 15	Governor's budget document ready to be sent to printers.
January 27	Governor's budget document distributed to legislators.
Jan. -March	Pre-session and regular session budget hearings before appropriate committees for budget presentation and justification by program head.
Mar. -April	General Appropriations bill finalized and passed; programs notified of tentative allocation subject to approval of Expenditure Plan.
May-June	Governor's Expenditure Plan instructions issued--requires quarterly financial and narrative progress reports.
	Expenditure Plan due in University Budget Office.
July 1	Expenditure Plan due in Department of Budget and Finance for review and submittal to the Governor.
	Governor's Operating Budget and Program Evaluation instructions issued.

After July 1 of next fiscal year

(a) Governor's recommendations for expenditures of appropriated fund

(b) Funds released for expenditures

2. Capital Improvement Budget - Funds for Construction

(a) From the time planning begins on the CIP budget until funds are released for construction takes approximately 30 months.

(b) The procedure is similar to the processing of the Operating Budget, except longer time is needed in planning, design, evaluation, advertising and bidding, and awarding of contracts

(c) Projects over one million dollars usually take longer

(d) All CIP projects must be examined, reevaluated, and approved by the Department of the Budget, the Department of Planning and Economic Development, the Department of Accounting and General Services, and the Governor's Office, before funds are released after legislative appropriations are made

(e) A financial statement is prepared

PART VI SUMMARY OF MAJOR RECOMMENDATIONS FOR PROGRAM DEVELOPMENT

The following major recommendations are a recapitulation of the proposals that have appeared in this report. These recommendations are listed under present programs, programs to be developed, improvement of instruction and faculty development, library services, and student services.

Present Programs

Business Education Department

1. Develop a Sales and Mid-Management Program with the assistance of an Advisory Committee and the Committee on Curriculum and Instruction.

2. Work closely with an advisory committee to evaluate courses and course content, to examine the requirements of the accounting profession, and to explore opportunities in the field.

3. Set up an experimental group forming larger lecture classes and smaller laboratory classes with more time devoted to the laboratory sessions.

4. Establish a comprehensive library for use by the Accounting Division.

5. Use programmed instructional materials in learning the different computer languages.

6. Make continuous evaluation of data processing program with the assistance of an advisory committee.

7. Develop a field-study and work-experience course that will supply knowledge that cannot be duplicated in the classroom.

8. Evaluate the present two-semester clerk-typist curriculum to determine the practicability of offering an associate degree program in general clerical training or general business training.

9. Examine the feasibility of programmed instruction in remedial mathematics, providing for both individualized instruction and group instruction by means of a mathematics clinic.

10. Provide for another office machines classroom to take care of the anticipated increase in enrollment.

11. Consider the employment of part-time instructors in special fields such as law, management, and economics.

12. Examine the feasibility of developing medical and legal secretarial and court and convention reporting programs.

13. Develop pre-testing and post-testing procedures for the secretarial science program.

14. Develop office practice courses simulating real office situations.

15. Establish a grading scale for transcription classes and basic rules for mailability.

16. Prepare a syllabus for the Division, to be used as an orientation manual for new instructors and a source of reference for anyone.

Dental Assistant Department

1. Provide for a new facility that will include (a) a clinical environment where students can more fully participate on an individual basis, (b) a complete dental operatory to accommodate five students per unit, (c) at least three functional x-ray units, (d) clinical cubicles where aseptic techniques may be taught and practiced, and (e) a separate lecture room with chairs and desks.

Hotel and Restaurant Department

1. Initiate evening and summer courses.

2. Promote and develop certificate, associate degree, pre-employment and in-service programs.

3. Provide facilities and equipment to instruct 500-700 students per year.

4. Conduct research in teaching methods, in food process, and in new methods of service.

5. Develop the Department so that it becomes a center of information on hotel and restaurant operations for the community.

Language Arts Department

1. Develop university-parallel English courses and literature courses for the transfer program in cooperation with the members of the English Department staff at the University of Hawaii.

2. Develop remedial and developmental courses to help meet the needs of students.

3. Provide for more facilities and equipment such as (a) a student study center with programmed texts and study aids (such as the autotutor) and the necessary tapes and films to be used with them, (b) a language laboratory with speech and listening rooms, (c) a reading laboratory equipped with mechanical aids: The tachistoscope, the Craig reader, the rateometer, and others, (d) conference rooms, (e) overhead and opaque projectors, (f) additional tape recorders and soundscribers, and (g) a central department for files of teacher aids, course outlines, texts, and reference materials.

Practical Nursing Department

1. Increase the faculty by adding one full-time psychiatric nursing instructor and one part-time instructor for Rehabilitation Nursing at Leahi Hospital.

2. Expand the Practical Nursing Department and other programs in the health services area in cooperation with the University of Hawaii, School of Nursing.

Programs To Be Developed

Program of General Education

1. Delineate a definition of general education, formulate general education objectives for all students, and determine the approach to and core of general education experiences.

2. Conduct a study to identify the needs, interests, and goals of students to determine the general and specific objectives of the general education program.

3. Establish a Social Science Department, Science and Mathematics Department, and a Humanities and Fine Arts Department.

Transfer Program

1. Make provisions for special facilities, such as a science laboratory, a language laboratory, a developmental reading laboratory, and a speech laboratory.

2. Initiate the recruitment and selection of instructors in the areas of English, social science, languages, mathematics, speech, science, and humanities.

3. Initiate articulation meetings with the University of Hawaii and formulate agreements on admission standards for students who wish to matriculate as juniors, on course standards and requirements, on faculty preparation requirements, and on standards of admission for freshmen in the transfer courses.

4. Promote the program in the high schools and determine the interests, needs, and abilities of students who plan to enroll in the transfer program.

Occupational Program

1. Establish internal policies for determining objectives and curriculums of occupational programs.

2. Conduct studies of occupational needs and requirements in such areas as municipal and governmental services, personal services, health services, and the plastic, graphic and fine arts.

3. Coordinate instructional and guidance functions with the Honolulu Community College and agencies such as the Economic Opportunities Center and the Manpower Development and Training Programs.

Continuing Education Program

1. Discuss and consider the following areas in developing the evening program: (a) determination of the role of the evening college, (b) administrative problems in relation to finance, organization and responsibility for curriculum and instruction, guidance services, and auxiliary services, (c) organize a public relations plan.

Program to Meet Special Needs

1. Conduct a survey to determine student interest in summer session.

2. Provide special assistance to students whose ability or educational achievement is doubtful, as indicated by high school records and aptitude tests.

Improvement of Instruction and Faculty Development

1. Increase inter-departmental meetings aimed at coordinating instructional efforts.

2. Encourage experimental and pilot programs in the development of new programs to meet the special needs of students and in the experimentation with various teaching methods.

3. Develop a professional library for instructors either in conjunction with the instructional material center presently under consideration or with the division/department or both.

4. Make provision for responsible student participation in those aspects of the educational program in which students might be expected to make a definite contribution.

5. Improve channels of communication so the faculty members can contribute effectively to the definition of objectives and plans and are informed as to institutional activities.

6. Develop a faculty handbook as a reference for College policies and procedures.

7. Develop a systematic procedure for the evaluation of instruction.

8. Develop a proposal for a class load formula so that fair allowance can be made for extra-class assignments and such varying conditions as class size, laboratory hours, and number of preparations.

9. Identify instructional problem areas and provide in-service training for faculty members.

10. Develop long-range staffing plans showing inventory and future requirements.

11. Establish regular, orderly procedures for the recruitment, selection, probation, and evaluation of faculty.

Library Services

1. Expand services to all departments by enlarging the division libraries and the book reserve system, by adding movable libraries, and by adding other services as needed.

2. Arrange for an inter-library loan plan with the University of Hawaii.

3. Enlarge library facilities to incorporate study carrels, reading rooms, and other special facilities for study.

4. Establish positions for a full-time librarian and clerical aides.

5. Establish an audio-visual center which will provide storage area for all audio-visual equipment and supplies.

6. Increase collection of films, film strips, disk and tape recordings.

7. Provide facilities for production of instructional materials.

8. Provide a trained audio-visual specialist to help instructors and students.

Student Services

1. Enlarge and improve facilities for student services including the following considerations:

    (a) Location of Center in or adjacent to administrative area

    (b) Direct accessibility

    (c) Friendly, warm, and cheerful environment conducive to counseling

    (d) Inclusion of faculty as program advisors with office of adequate size

    (e) Soundproof individual offices for counselors large enough for three or four visitors

    (f) Soundproof conference-testing rooms

    (g) Reception area

    (h) Secretarial area

    (i) Storage and record areas

    (j) A student union, housing a bookstore, snack bar, dining hall, game and activity room, A. S. B. offices and work rooms, conference rooms, and an auditorium. A health services center, student lounges, display areas, and little theaters

    (k) Adequate parking areas

2. Expand personnel to include 12 half-time teacher-counselors, a college nurse, and 8 record clerks. As services are expanded, the present staff responsibilities will need to be revised and positions established for the Dean of Students, Assistant Dean of Counseling and Testing, Assistant Dean of Placement and Financial Assistance, Registrar, and Assistant Dean-Student Activities.

3. Expand and improve student services and practices using McDaniel's Essential Student Personnel Practices for Junior Colleges as a guide.

The long-range expansion plans for Kapiolani Community College will depend a great deal on its site location. Nevertheless, the efforts of faculty-administration will be directed toward the deliberation and implementation of this Educational Development Plan. As the proposed development plans crystallize, a supplementary plan will need to be developed to make recommendations for personnel, physical facilities, equipment, and operating costs.